



Coimisiún na Scrúduithe Stáit State Examinations Commission

Scéimeanna Marcála
Stair

Scrúduithe Ardeistiméireachta, 2007
Gnáthleibhéal

Marking Scheme
History

Leaving Certificate Examination, 2007
Ordinary Level



**Coimisiún na Scrúduithe Stáit
State Examinations Commission**

LEAVING CERTIFICATE HISTORY

**LATER MODERN
ORDINARY LEVEL**

MARKING SCHEME

M98 2007

RESEARCH STUDY REPORT (RSR)
(100 marks)

TITLE OF THE STUDY (no marks)

No marks are allowed for the title, but it will be necessary to take account of the title in order to judge 'relevance of the sources to the subject' in *Evaluation of the Sources*.

OUTLINE PLAN (15 marks)

Citation of the sources = 6 marks

Other elements = 9 marks

Citation of sources

Two sources are asked for.

Full and accurate citation of one source = 3 marks

3 marks x 2 = 6 marks for two sources

Title = 1 mark

Author = 1 mark

One further piece of validating information (eg: publisher, date of publication, website address, etc) = 1 mark

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?

Taking the answer as a whole, to what extent does the candidate succeed in doing this clearly and coherently?

very good = 8-9 marks

good = 6-7 marks

fair = 3-5 marks

weak = 0-2 marks

EVALUATION OF THE SOURCES (25 marks)

Comment on strengths 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 BOTH sources

very good = 21-25 marks

good = 15-20 marks

fair = 8-14 marks

weak = 0-7 marks

Reference to only ONE source

very good = 14-17 marks

good = 10-13 marks

fair = 5-9 marks

weak = 0-4 marks

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>Very good:</i> 21-25 <i>Good:</i> 15-20 <i>Fair:</i> 8-14 <i>Weak:</i> 0-7
<i>Research skills – 15 marks</i> Study chosen is one of historical significance (not obscure or trivial) Fair and balanced treatment of issues	<i>Very good:</i> 14-15 <i>Good:</i> 10-13 <i>Fair:</i> 5-9 <i>Weak:</i> 0-4
<i>Presentation – 10 marks</i> Literacy Structure Appropriate length	<i>Very good:</i> 8-10 <i>Good:</i> 6-7 <i>Fair:</i> 4-5 <i>Weak:</i> 0-3

Review of the research process (10 marks)

This may be a stand-alone section or it may be integral to the essay.

Here the examiner should assess the account of the research process in its totality.

Having considered the review, the examiner should award marks as follows:

Very good: 8-10

Good: 6-7

Fair: 4-5

Weak: 0-3

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

There are four parts in the Documents-based question:

1. Comprehension (40 marks)
2. Comparison (20 marks)
3. Criticism (20 marks)
4. Contextualisation (20 marks)

1. Comprehension (40 marks)

- (a) by “an enormous crowd” or
“with enthusiastic cheering” 8M
- (b) Patron 8M
- (c) Dressed in club colours with hurleys
Disciplined movements
Obeying orders to the letter (2 x 4M) 8M
- (d) Immediate neighbourhood of public houses should be avoided 8M
- (e) Owners of public houses 8M

Max = 40M

2. **Comparison (20 marks)**

(a) Document A or B?

Candidate explains choice, referring to both documents

Mark quality of explanation on its merits.

Selection = 2M

Reference to both documents = 4M + 4M

Max = 10M

(b) Document B (4M)

Reason given for selecting Document B (6M)

Max = 10M

3. **Criticism (20 marks)**

(a) Factual/impartial/objective/unbiased/thorough/accurate, etc

Any two for 5M each = 10M

Max = 10M

(b) Document A or B or A and B together?

Candidate explains choice.

Selection = 4M Explanation = 6M

Max = 10M

4. **Contextualisation (20 marks)**

Mark by the principle of Core Statement.

Max = 20M

A **Core Statement** may be defined as one of the following:

- A significant factual statement which is relevant to the question asked
- An explanation, opinion or comment which is relevant to the question asked
- A significant introductory or concluding statement which is relevant to the question asked

To apply the principle of marking by Core Statement, examiners will proceed as follows:

- Having read the answer, it should be broken up into Core Statements, with a tick (✓) put at the end of each completed Core Statement
- Each completed Core Statement is awarded 5 marks
- An incomplete Core Statement at the end of an answer may merit 1-4 marks

Here, in question 4 of the Documents-based Question, the examiner will be looking to award 5 marks each to four Core Statements for the full 20 marks allocation.

Section 2: IRELAND (100 marks)
And
Section 3: EUROPE AND THE WIDER WORLD (200 marks)

Candidates must answer on one Topic from Section 2 and two Topics from Section 3.

Each Topic is divided into three parts:

- A. A stimulus-driven unit with 4/5 short questions to be attempted (maximum: 30 marks)
- B. A short paragraph to be written in response to one of four headings (maximum: 30 marks)
- C. A longer paragraph to be written in answer to one of four questions (maximum: 40 marks)

The marking of parts A, B and C will proceed as follows:

- A. Typically the marks will be awarded as 6 marks per question, with 6 marks x 5 giving the maximum 30 marks. See *Notes on individual topics* below for variations to that practice.
- B. This answer will be marked by the principle of Core Statement, as defined above. A maximum Cumulative Mark of 20 will be allowed for Core Statements and a maximum of 10 marks will be allowed for the examiner's Overall Evaluation of the answer. See the sliding scale below.
- C. This answer will be marked by the principle of Core Statement, as defined above. A maximum Cumulative Mark of 30 will be allowed for Core Statements and a maximum of 10 marks will be allowed for the examiner's Overall Evaluation of the answer. See the sliding scale below.

Cumulative Mark (CM)

This is the total mark awarded for Core Statements, subject to a maximum of 20 marks in part B and a maximum of 30 marks in part C.

Overall Evaluation (OE)

In awarding OE, the examiner will consider how well the answer responds to the heading or addresses the set question. The following grading table will apply:

Excellent: 9-10 marks

Very good: 7-8 marks

Good: 5-6 marks

Fair: 3-4 marks

Poor: 0-2 marks

In awarding both CM and OE, 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 Ordinary Level and with an understanding of the scope of knowledge and historical skills which the syllabus demands.

Notes on individual topics

SECTION 2: IRELAND (100 marks)

Questions on one of the five topics to be answered.

Ireland: Topic 1

Ireland and the Union, 1815-1870

- A1. Greedy landlords OR foreign occupation (6)
- A2. Their rent (6)
- A3. Hunger (6)
- A4. Had the people of Ireland been the landlords (OR had there been no foreign occupation), there would have been no Famine (6)
- A5. Rose in rebellion against British rule (6)

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 3

Pursuit of sovereignty and impact of partition, 1912-1949

- A1. To defend the shores of Ireland against foreign invasion/To show that Irish courage shows itself on field of war as always in the past (6)
- A2. The interests of Ireland/The defence of religion and right (6)
- A3. Drilling and preparing (6)
- A4. Right, freedom and religion (6)
- A5. Some Volunteers went to fight in WWI/Some Volunteers chose not to go to War/ The Volunteers split (6)

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 4

The Irish diaspora, 1840-1966

- A1. Cargo ships OR Coffin ships (6)
- A2. They were too ignorant or too apathetic (6)
- A3. One in nine (6)
- A4. The memory of the coffin ships (6)
- A5. ONE valid way (6)

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 5
Politics and society in Northern Ireland, 1949-1993

- A1. Important as the busiest air centre in Britain outside of London (6)
- A2. A new hospital (6)
- A3. New laboratories and research facilities (6)
- A4. Modern housing estates (6)
- A5. Ulster Unionist Party (6)

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

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

- A1. Height of diving board/ Shallowness of water / Being tied to UK/ “sink or swimming pool” /lifebuoy out of order (6)
- A2. Person on the right (6)
- A3. Both leaders being tied together: this suggests that if Britain seeks to join, then Ireland has no choice but to go along (6)
- A4. No (6)
- A5. ONE valid advantage (6)

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

SECTION 3: EUROPE AND THE WIDER WORLD (200 marks)

Questions on each of two of the six topics to be answered.

Europe and the wider world: Topic 1

Nationalism and state formation in Europe, 1815-1871

- A1. Because Prussia was powerful/ the most powerful German state (6)
A2. Gather strength/ Be prepared / Seize opportunity (6)
A3. No (6)
A4. By blood and iron (war and industrialisation) (6)
A5. ONE valid reason (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Europe and the wider world: Topic 2

Nation states and international tensions, 1871-1920

- A1. Begin unrestricted submarine warfare (6)
A2. Form an alliance with Mexico (6)
A3. Lost territory (in New Mexico, Texas and Arizona) (6)
A4. Ruthless submarine warfare (6)
A5. ONE valid reason (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Europe and the wider world: Topic 3

Dictatorship and democracy in Europe, 1920-1945

- A1. Magazine editor (6)
A2. She could not be sure that the lecture fee would be enough to cover the train fare /She might not be able to afford the journey (6)
A3. A pair of baby shoes (6)
A4. ONE valid example (6)
A5. ONE valid problem from inter-war period (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Europe and the wider world: Topic 4
Division and realignment in Europe, 1945-1992

- A1. Two (6)
A2. Potatoes/ Bread rolls/ Dumplings/ valid interpretation of picture (6)
A3. Cook/ Servant/ valid interpretation of picture (6)
A4. Sitting at head of table/ Awaiting service/ valid interpretation of picture (6)
A5. ONE valid change (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Europe and the wider world: Topic 5
European retreat from empire and the aftermath, 1945-1990

- A1. The forces of the French Union (6)
A2. Thailand would be in an impossible position/ Thailand would be next to fall (6)
A3. Malaya is important because of its natural supply of rubber and tin (6)
A4. South-East Asia (Indochina, Thailand, Malaya, Indonesia) (6)
A5. Vietnam (Indochina) (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

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

- A1. Vicious mobs (3M) and hate-filled policemen (3M) (6)
A2. Almost twenty million (6)
A3. Any valid explanation, literal or metaphoric, eg: walking on eggshells (6)
A4. Any ONE valid reason from the text (6)
A5. Murdered/Assassinated (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks



**Coimisiún na Scrúduithe Stáit
State Examinations Commission**

LEAVING CERTIFICATE HISTORY

**EARLY MODERN
ORDINARY LEVEL**

MARKING SCHEME

M100 2007

RESEARCH STUDY REPORT (RSR)
(100 marks)

TITLE OF THE STUDY (no marks)

No marks are allowed for the title, but it will be necessary to take account of the title in order to judge 'relevance of the sources to the subject' in *Evaluation of the Sources*.

OUTLINE PLAN (15 marks)

Citation of the sources = 6 marks

Other elements = 9 marks

Citation of sources

Two sources are asked for.

Full and accurate citation of one source = 3 marks

3 marks x 2 = 6 marks for two sources

Title = 1 mark

Author = 1 mark

One further piece of validating information (eg: publisher, date of publication, website address, etc) = 1 mark

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?

Taking the answer as a whole, to what extent does the candidate succeed in doing this clearly and coherently?

very good = 8-9 marks

good = 6-7 marks

fair = 3-5 marks

weak = 0-2 marks

EVALUATION OF THE SOURCES (25 marks)

Comment on strengths 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 BOTH sources	<i>very good</i> = 21-25 marks <i>good</i> = 15-20 marks <i>fair</i> = 8-14 marks <i>weak</i> = 0-7 marks
---------------------------	--

Reference to only ONE source	<i>very good</i> = 14-17 marks <i>good</i> = 10-13 marks <i>fair</i> = 5-9 marks <i>weak</i> = 0-4 marks
------------------------------	---

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>Very good:</i> 21-25 <i>Good:</i> 15-20 <i>Fair:</i> 8-14 <i>Weak:</i> 0-7
<i>Research skills – 15 marks</i> Study chosen is one of historical significance (not obscure or trivial) Fair and balanced treatment of issues	<i>Very good:</i> 14-15 <i>Good:</i> 10-13 <i>Fair:</i> 5-9 <i>Weak:</i> 0-4
<i>Presentation – 10 marks</i> Literacy Structure Appropriate length	<i>Very good:</i> 8-10 <i>Good:</i> 6-7 <i>Fair:</i> 4-5 <i>Weak:</i> 0-3

Review of the research process (10 marks)

This may be a stand-alone section or it may be integral to the essay.

Here the examiner should assess the account of the research process in its totality.

Having considered the review, the examiner should award marks as follows:

Very good: 8-10

Good: 6-7

Fair: 4-5

Weak: 0-3

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

There are four parts in the Documents-based question:

1. Comprehension (40 marks)
2. Comparison (20 marks)
3. Criticism (20 marks)
4. Contextualisation (20 marks)

1. Comprehension (40 marks)

(a) Investiture of the O'Neill (4M) At Tullaghoge (4M) 4M + 4M = 8M

(b) Holding a shoe above O'Neill's head (4M)

To symbolise the hope that the new O'Neill would follow in the footsteps of the old (4M) 4M + 4M = 8M

(c) Bare-headed/ Hair hanging in glibs/ Wearing mantle/ Possibly a jacket/
Possibly breeches and hose - Any four @ 2M each 8M

(d) Axe (4M) and Sword (4M) 4M + 4M = 8M

(e) Seventeenth 8M

2. **Comparison (20 marks)**

- (a) Document B (4M)
Reason given for selecting Document B (6M) Max = 10M
- (b) Document A or B or A and B?
Candidate makes choice and gives reasons for choice
Choice of document (2M)
Reasons for choice (4M + 4M = 8M) Max = 10M

3. **Criticism (20 marks)**

- (a) Other families were political allies of the O'Neills = 10M
(Other families came to support or celebrate = 6M) Max = 10M
- (b) Fact (5M) Opinion (5M) Max = 10M

4. **Contextualisation (20 marks)**

Mark by the principle of Core Statement. Max = 20M

A **Core Statement** may be defined as one of the following:

- A significant factual statement which is relevant to the question asked
- An explanation, opinion or comment which is relevant to the question asked
- A significant introductory or concluding statement which is relevant to the question asked

To apply the principle of marking by Core Statement, examiners proceed as follows:

- Having read the answer, it should be broken up into Core Statements, with a tick (✓) put at the end of each completed Core Statement
- Each completed Core Statement is awarded 5 marks
- An incomplete Core Statement at the end of an answer may merit 1-4 marks

Here, in question 4 of the Documents-based Question, the examiner will be looking to award 5 marks each to four Core Statements for the full 20 marks allocation.

**Section 2: IRELAND (100 marks) And
Section 3: EUROPE AND THE WIDER WORLD (200 marks)**

Candidates must answer on one Topic from Section 2 and two Topics from Section 3.

Each Topic is divided into three parts:

- A. A stimulus-driven unit with 4/5 short questions to be attempted (maximum: 30 marks)
- B. A short paragraph to be written in response to one of four headings (maximum: 30 marks)
- C. A longer paragraph to be written in answer to one of four questions (maximum: 40 marks)

The marking of parts A, B and C will proceed as follows:

- A. Typically the marks will be awarded as 6 marks per question, with 6 marks x 5 giving the maximum 30 marks. See *Notes on individual topics* below for variations to that practice.
- B. This answer will be marked by the principle of Core Statement, as defined above. A maximum Cumulative Mark of 20 will be allowed for Core Statements and a maximum of 10 marks will be allowed for the examiner's Overall Evaluation of the answer. See the sliding scale below.
- C. This answer will be marked by the principle of Core Statement, as defined above. A maximum Cumulative Mark of 30 will be allowed for Core Statements and a maximum of 10 marks will be allowed for the examiner's Overall Evaluation of the answer. See the sliding scale below.

Cumulative Mark (CM)

This is the total mark awarded for Core Statements, subject to a maximum of 20 marks in part B and a maximum of 30 marks in part C.

Overall Evaluation (OE)

In awarding OE, the examiner will consider how well the answer responds to the heading or addresses the set question. The following grading table will apply:

Excellent: 9-10 marks

Very good: 7-8 marks

Good: 5-6 marks

Fair: 3-4 marks

Poor: 0-2 marks

In awarding both CM and OE, 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 Ordinary Level and with an understanding of the scope of knowledge and historical skills which the syllabus demands.

Notes on individual topics

SECTION 2: IRELAND (100 marks)

Questions on one of the five topics to be answered.

Ireland: Topic 1

Reform and Reformation in Tudor Ireland

- A1. 6M
- A2. 3M + 3M = 6M
- A3. 6M
- A4. 6M
- A5. 6M

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 3

Kingdom and Colony: The struggle for mastery in Ireland, 1603-1660

- A1. 3M + 3M = 6M
- A2. 3M + 3M = 6M
- A3. 6M
- A4. 6M
- A5. 6M

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 4

Establishing a colonial ascendancy, 1660-1715

- A1. 6M
- A2. 6M
- A3. 3M + 3M = 6M
- A4. 6M
- A5. 6M

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 5

Colony versus kingdom – tensions in mid-18th century Ireland, 1715-1770

- A1. 6M
- A2. 6M
- A3. 6M
- A4. 6M
- A5. 6M

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 6

**The end of the Irish kingdom and the establishment of the Union,
1770-1815**

- A1. 6M
- A2. 6M
- A3. 3M + 3M = 6M
- A4. 6M
- A5. 6M

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

SECTION 3: EUROPE AND THE WIDER WORLD (200 marks)

Questions on each of two of the six topics to be answered.

Europe and the wider world: Topic 1

Europe from Renaissance to Reformation, 1492-1567

- A1. 3M + 3M = 6M
- A2. 6M
- A3. 6M
- A4. 6M
- A5. 6M

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

Europe and the wider world: Topic 2

Religion and power: politics in the later 16th century, 1567-1609

- A1. 6M
- A2. 6M
- A3. 6M
- A4. 6M
- A5. 6M

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

Europe and the wider world: Topic 3

The eclipse of Old Europe, 1609-1660

- A1. 6M
- A2. 6M
- A3. 6M
- A4. 6M
- A5. 6M

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

Europe and the wider world: Topic 4
Europe in the age of Louis XIV, 1660-1715

- A1. 6M
- A2. 6M
- A3. 6M
- A4. 6M
- A5. 6M

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

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

- A1. 3M + 3M = 6M
- A2. 3M + 3M = 6M
- A3. 3M + 3M = 6M
- A4. 6M
- A5. 6M

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

Europe and the wider world: Topic 6
Empires in Revolution, 1775-1815

- A1. 2M + 2M + 2M = 6M
- A2. 6M
- A3. 6M
- A4. 6M
- A5. 6M

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

