



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

**Leaving Certificate 2022**  
**Deferred Examinations**

**Marking Scheme**

**History**

**Ordinary 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**

**ORDINARY LEVEL**

**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 (e.g.: 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 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 BOTH sources	<b>Very good:</b>	21-25 marks
	<b>Good:</b>	15-20 marks
	<b>Fair:</b>	8-14 marks
	<b>Weak:</b>	0-7 marks
Reference to only ONE source	<b>Very good:</b>	14-17 marks
	<b>Good:</b>	10-13 marks
	<b>Fair:</b>	5-9 marks
	<b>Weak:</b>	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:

<b>Historical knowledge – 25 marks</b> Thorough accurate and relevant to the title	<b>Very good:</b> 21-25 <b>Good:</b> 15-20 <b>Fair:</b> 8-14 <b>Weak:</b> 0-7
<b>Research skills – 15 marks</b> Study chosen is one of historical significance (not obscure or trivial) Fair and balanced treatment of issues Shows appropriate depth of investigation	<b>Excellent:</b> 13-15 <b>Very good:</b> 10-12 <b>Good:</b> 7-9 <b>Fair:</b> 4-6 <b>Weak:</b> 0-3
<b>Presentation – 10 marks</b> Structure Appropriate length	<b>Very good:</b> 8-10 <b>Good:</b> 6-7 <b>Fair:</b> 4-5 <b>Weak:</b> 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 marks

***Good:*** 6-7 marks

***Fair:*** 4-5 marks

***Weak:*** 0-3 marks

**Section 1: DOCUMENTS-BASED QUESTION (DBQ)**  
**(100 marks)**

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) 2½ miles long/100 clubs, 5,000 Apprentice Boys and 100 bands/took over an hour to pass by | 8M |
| (b) One hundred clubs   | 8M |
| (c) Canada/Scotland/Liverpool/Philadelphia/Donegal/Monaghan                                   | 8M |
| (d) 100 bands   | 8M |
| (e) They decorated the city   | 8M |

Max = 40M

**2. Comparison (20 marks)**

- (a) Yes, both documents agree on the number of people visiting Derry. Both doc A and doc B put the number of visitors at 35,000. Both doc A and doc B also state that 5,000 Apprentice Boys took part in the parade.  
Doc A: "the number of people visiting the city on 12 August was put at 35,000" and the "parade contained...5,000 Apprentice Boys".  
Doc B: "About 35,000 people visited Derry yesterday" and "Some 5,000 Apprentice Boys took part in the procession".

Mark quality of explanation on its merits. Reference to both documents required.

2M + 4M + 4M

Max = 10M

- (b) Both documents refer to 1964 being the 275<sup>th</sup> anniversary of the Siege of Derry. The Apprentice Boys organisation was set up to commemorate the Siege of Derry and the 275<sup>th</sup> anniversary is a significant anniversary. The documents mention that it was the 275<sup>th</sup> anniversary but don't comment directly on its significance. Doc A lists all the groups taking part, the transport required and the places people came from, which reflects the importance of the 1964 parade. Doc B describes the special decorations which were put up around the city.

Reference to both documents required.                      2M + 4M + 4M                      Max = 10M

**3. Criticism                      (20 marks)**

- (a) Doc B tells us more about the decoration of the city. Doc A refers to the "brightly decorated city" but gives no further details. Doc B says that "colourful decoration" was a "feature" of this year's parade. It tells us the decorations were organised by a "committee of the Apprentice Boys, supported by local businesses." It also says that the corporation of Derry "decorated Craigavon Bridge and Guildhall Square" and gave the Apprentice Boys the loan of decorations for other city streets.

Reference to both documents required.                      2M + 4M + 4M                      Max = 10M

- (b) Doc B is a primary source. Doc A is a secondary source, written by historian Brian Walker. His book was published in 2001, 37 years after the parade of 1964. He was probably not present at the 1964 parade as he uses phrases such as "It was reported" and "It was estimated". Doc B is a newspaper report from the day after the parade took place. It is likely that the reporter was present in Derry for the parade as phrases such as "A feature this year was..." indicates that the reporter witnessed the parade. The information given is direct and was up to date when published.

Reference to both documents required.                      2M + 4M + 4M                      Max = 10M



**4. Contextualisation (20 marks)**

Why were the activities of the Apprentice Boys of Derry considered controversial?

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.
- A valid 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 DBQ, the examiner will be looking to award 5 marks each to four Core Statements for the full 20 marks allocation.

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

LC 2022: Candidates must answer on **two** Topics from Section 2 and Section 3.

Each Topic is divided into three parts:

- A. A stimulus-driven unit with 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:

<b>Excellent:</b>	9-10 marks
<b>Very good:</b>	7-8 marks
<b>Good:</b>	5-6 marks
<b>Fair:</b>	3-4 marks
<b>Poor:</b>	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**

*Ireland: Topic 1*

**Ireland and the Union, 1815-1870**

- A1. Daniel O'Connell (6)
- A2. The clergy (6)
- A3. A rising/rebellion (6)
- A4. He was the first Catholic in modern times to sit in the House of Commons (6)
- A5. Repeal/anti-slavery/Famine relief, etc. (6)

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

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

*Ireland: Topic 2*

**Movements for political and social reform, 1870-1914**

- A1. The post office (6)
- A2. Batons (6)
- A3. By pretending to be a reporter (6)
- A4. He was struck with batons/killed (6)
- A5. ONE valid outcome (6)

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

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

*Ireland: Topic 3*

**The pursuit of sovereignty and the impact of partition, 1912-1949**

- A1. 33 animals (6)
- A2. That animals might escape during an air raid (6)
- A3. He was an excellent shot/marksman (6)
- A4. Animal feed was scarce (6)
- A5. ONE valid impact (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. To escape starvation (6)
- A2. May 17 (3m) 1847 (3m) (6)
- A3. Lack of sanitation/supplies/space/doctors had no experience of cholera (6)
- A4. They viewed it as a death sentence (6)
- A5. TWO other countries (3m + 3m) (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. He negotiated Irish entry to the EEC (6)
- A2. From Lough Foyle to Cork (6)
- A3. Yes, (3m) they got what they had asked for (3m) (6)
- A4. Fishing fleet modernised/volume of fish landed at Irish ports tripled (6)
- A5. ONE valid effect (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**

#### *Europe and the wider world: Topic 1*

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

- A1. Vienna (3m), March 1848 (3m) (6)
- A2. Work tools/lampposts (6)
- A3. The main square/the Ballhausplatz (6)
- A4. The middle class (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. Village women (3m) to Queen Mary (3m) (6)
- A2. Danger for children/dust on clothes/dust in houses/noise  
Any TWO (3m + 3m) (6)
- A3. If cars would go more slowly (6)
- A4. Villagers are poor and car owners are rich (6)
- A5. ONE valid contribution by Karl Benz (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. The Mayor of Jarrow (3m) at Ripon (3m) (6)
- A2. Jarrow to London (6)
- A3. It is making no progress/it has been left on its own (6)
- A4. That their unemployed men be allowed to work (6)
- A5. Support for the war effort/ship-building (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. A statue of Stalin (6)
- A2. The end of communist rule/establishment of a democratic regime (6)
- A3. Immediate reforms (6)
- A4. Russian tanks in the streets/fighting to be heard (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 5*  
**European retreat from empire and the aftermath, 1945-1990**

- A1. Through radio broadcasts (6)
- A2. Advice on health and diet (6)
- A3. He said the wooden plough was more sacred than the tractor (6)
- A4. That he used modern technology/travelled by car/was inconsistent (6)
- A5. Assassination (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. They were test pilots. (6)
- A2. They flew aircraft that no one had ever flown before (6)
- A3. They had to work on complicated technology/physical fitness/  
classroom learning/they had many skills, subjects to learn (6)
- A4. Physics/astronomy/geology/geography (any TWO, 3m + 3m) (6)
- A5. ONE valid reason (6)

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

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



