



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2023

Marking Scheme

History

Ordinary 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**

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	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:

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

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) The Minister for Finance | 8M |
| (b) 54,000 | 8M |
| (c) It would be inappropriate for the Corporation to meet the Minister | 8M |
| (d) To release employees for the protest | 8M |
| (e) One action, e.g. meeting the religious heads of the city/a public meeting/
sending representatives to meet the Prime Minister | 8M |

Max = 40M

2. Comparison (20 marks)

- (a) Yes, both documents refer to support from outside the city.

In document A, the document refers to “other areas in the north-west”. Support comes not just from the 54,000 people in the city but from the 350,000 people in the wider area.

Document B says that Derry people believe they have the support of people in Tyrone and Fermanagh.

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

2M + 4M + 4M

Max = 10M

(b) Document B gives evidence of support from both main religious groups in Derry.

There is no mention of religious groups/leaders in document A

Document B states that “Catholics and Protestants in Derry will unite in protest”. It also says that the University of Derry Committee has arranged a meeting with the “religious heads of the city, Catholic and Protestant”.

Identification of doc B and quote from doc B required. 5M + 5M

Max = 10M

3. Criticism (20 marks)

(a) Answer could include reference to facts and/or opinions, e.g.,

- Solid factual information is provided such as population statistics for Derry and the wider area, or that the Lockwood Committee is dealing with the question of higher education.
- The first sentence is an opinion rather than a fact: “likely to be intensified” is a possibility rather than a definite fact.
- Derry “is expecting support” from other parts of the north-west, but this is not a definite fact.

Look for two references to the document.

5M + 5M

Max = 10M

(b) Accept arguments for and/or against document B as a useful source for historians.

Answers could include points such as:

- The document is useful as it is a primary source, a letter written at the time of the events described.
- It was published in a reputable newspaper and can be taken as a reliable source.
- It provides factual information about the campaign for the university as it was happening.
- It attempts to represent both Catholic and Protestant points-of view.
- It is subjective, as the writer is clearly sympathetic to the university campaign.
- It is limited in what it describes, it deals only with what is happening in February 1965 and provides little sense of context, etc.

Look for two point with reference to the document.

5M + 5M

Max = 10M

4. Contextualisation (20 marks)

Why was Northern Ireland's second university sited at Coleraine rather than Derry?

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 (300 marks)

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:

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

Ireland: Topic 1

Ireland and the Union, 1815-1870

- A1. He trained as a surveyor (6)
- A2. The Dublin to Kingstown/Dún Laoghaire line (6)
- A3. He made improvements to Belfast Docks (6)
- A4. The Irish Industrial Exhibition/investments in textiles (6)
- A5. ONE valid example (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. Isabella Tod (3M) and Anna Haslam (3M) (6)
- A2. Belfast/North of Ireland (6)
- A3. 1876 (6)
- A4. Steady, peaceful reformism/one of the strategies mentioned in the third paragraph (6)
- A5. A campaigner who sought voting rights for women (or similar) (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. Two hours and forty minutes (6)
- A2. They were "good for nothing" (6)
- A3. Mr. Lloyd George (6)
- A4. Bitterness (6)
- A5. ONE valid term (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. Emigration (from Ireland) (6)
A2. To encourage whole families to leave/provide financial resources to families who were emigrating (6)
A3. Connemara and West Mayo (3M + 3M) (6)
A4. They were sympathetic/supported the idea (6)
A5. Any two valid countries of destination (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. Over a decade/more than ten years (6)
A2. 82% (6)
A3. Increases in agricultural prices/incomes (6)
A4. Agricultural supports were now paid by Europe rather than by the Irish government (6)
A5. ONE valid impact (6)

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

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

Extra Section A questions on page 15 of the exam paper:

- A1. To get the power-sharing Executive and the Sunningdale Agreement removed (6)
A2. Electricity supply (6)
A3. Engineering and farming (3M + 3M) (6)
A4. Bottles could not be sterilised/milkmen were being intimidated off the streets/milk floats were hijacked/milk was stolen (6)
A5. The resignation of Brian Faulkner/collapse of the power-sharing Executive (6)

SECTION 3: EUROPE AND THE WIDER WORLD

Europe and the wider world: Topic 1

Nationalism and state formation in Europe, 1815-1871

- A1. A wave of revolutions (6)
A2. Liberal republicans/radical socialists/nationalists (Any two, 3M + 3M) (6)
A3. The current order in Europe (6)
A4. To introduce social reforms (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. 2 March, 1916 (6)
A2. Engineering/munitions/driving trains/working on the land/nursing (Any two, 3M + 3M) (6)
A3. Domestic service/working as servants (6)
A4. Women's wages doubled/more than doubled (6)
A5. The right to vote (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. Kamenev, Zinoviev and others (6)
A2. Sabotage/treasonable contact with Trotsky/ plotting against party leaders/ spying for Nazi Germany (Any two, 3M + 3M) (6)
A3. The "Great Purge Trial" (6)
A4. Plotting the breakup of the Soviet Union (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 4
Division and realignment in Europe, 1945-1992

- A1. Hunger/dirt/Clothing/Housing/keeping alive (Any two, 3M + 3M) (6)
- A2. Keeping alive, clothed and housed (6)
- A3. Seeing other passengers with food (6)
- A4. Welcomed it (as it disguised the smell of unwashed bodies) (6)
- A5. ONE valid way (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. From the Netherlands (6)
- A2. The Japanese (6)
- A3. 17th August, 1945 (6)
- A4. Religious/ethnic/regional differences (6)
- A5. To improve trade/provide aid between Europe and former colonies. (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. It would shoot down nuclear missiles before they reached their target (6)
- A2. "Star Wars" (6)
- A3. They feared it would worsen relations with the Soviet Union (6)
- A4. A 1940 film, "Murder in the Air" (6)
- A5. ONE valid contribution (6)

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

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



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 ngnóthaíonn 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

