



LEAVING CERTIFICATE EXAMINATION

2002

HISTORY

**ORDINARY LEVEL CHIEF EXAMINER'S REPORT
HIGHER LEVEL CHIEF EXAMINER'S REPORT**

**HISTORY
LEAVING CERTIFICATE
ORDINARY LEVEL, 2002**

1. INTRODUCTION

At Leaving Certificate Ordinary Level, History is offered in two courses as follows:

Course I: Renaissance Civilisation.

Irish History, 1477 – 1625; European History, 1453 – 1618.

Course II: Contemporary Civilisation.

Irish History, 1868 – 1966; European History, 1870 – 1966.

Candidates are required to take the entire examination in Course I or in Course II.

The examination paper is divided into six sections as follows:

Sections A, B and C refer to Irish History; Sections D, E and F refer to European History.

Sections A and D each offer 15 short-answer questions from which candidates are required to answer any 8 questions for 5 marks each.

Sections B and E each offer 6 paragraph questions from which candidates are required to answer any 2 questions for 20 marks each.

Sections C and F each offer 6 essay-type questions from which candidates are required to answer any 2 questions for 60 marks each.

The maximum marks for History at Ordinary Level is 400 marks

2. PERFORMANCE OF CANDIDATES

The following tables give the separate grade results, by number and percentage, for Course I; the separate grade results, by number and percentage, for Course II; and the separate overall grade results, by number and percentage, for Course I and Course II combined.

Table 1. Examination Results – Course I

GRADE	A	B	C	D	E	F	NG	TOTAL
NUMBER	14	15	15	24	4	16	7	95
%	14.74	15.79	15.79	25.26	4.21	16.86	7.37	100

Table 2. Examination Results – Course II

GRADE	A	B	C	D	E	F	NG	TOTAL
NUMBER	775	827	778	888	201	390	157	4,016
%	19.30	20.60	19.37	22.11	5.00	9.71	3.91	100

Table 3. Examination Results – Course I and Course II Combined

GRADE	A	B	C	D	E	F	NG	TOTAL
NUMBER	789	842	793	912	205	406	164	4,111
%	19.20	20.50	19.30	22.20	5.00	9.90	4.00	100

3. ANALYSIS OF CANDIDATE PERFORMANCE

COURSE I

Section A: Short Answer Questions.

With the exception of Question 12 on writing a historical fact about Fiach MacHugh O'Byrne, which was not attempted by any candidate, there was a very wide spread of answers covering all remaining 14 questions. Answers were generally very accurate and succinct. However, Question 8 on the Parliament of 1541-1543, Question 10 on the name of the book used in the Established Church services, and Question 14 on a reason why Irish leaders were generally pleased when James 1 became king, were rarely attempted. A pleasing aspect of answers in this section was the fact that candidates did not 'waste' valuable time writing lengthy answers to 5 mark questions.

Section B: Paragraph Questions.

Question 1 on The Dissolution of the Monasteries by King Henry VIII produced many weak answers. There was an insufficiency of concrete facts in the majority of answers.

Question 2 on Ireland during the reign of Queen Mary produced very average answers. Many answers failed to associate her reign with the Plantation of Leix and Offaly or with her religious policies.

Question 3 on the visit of Shane O' Neill to the court of Queen Elizabeth was attempted by very many candidates and answered quite accurately.

Question 4 on the Composition of Connacht was not attempted.

Question 5 on the kidnapping of Red Hugh O'Donnell in 1587 was attempted by many candidates and answered fully and accurately.

Question 6 on Education in Ireland during the second half of the sixteenth century produced very mediocre answers. Candidates attempting this question wrote only in sweeping generalisations without significant facts or details.

Section C: Essay-Type Questions

Question 1 on Garret Mór, 8th Earl of Kildare, was answered extremely well by the majority of candidates. Answers were very good in terms of depth and content.

Question 2 on Silken Thomas was answered by a majority of candidates and the general standard of answers was high. However, many candidates tended to over-write on the subject. It is apparent that the area of History relating to Questions 1 and 2 was very well prepared.

Question 3 on the Plantation of Munster was a three-part question and was not often attempted. In general, answers tended to lack significant relevant material, and many answers failed to address all three parts of the question.

Question 4 on Life in Gaelic Ireland was a three-part question and, in general, was answered poorly. There was a lack of significant relevant material, and many answers failed to address all three parts of the question.

Question 5 on the Battle of Kinsale was poorly answered. The basic problem was the failure to exploit the full potential of the question. There was a clear insufficiency of historical material in most answers.

Question 6 on the Plantation of Ulster was a three-part question and, in general, was poorly answered. The essential problem lay in the fact that answers did not address all three parts of the question.

Section D: Short-Answer Questions

There was a very wide spread of answers covering all 15 questions on the examination paper. In general, answers tended to be accurate and candidates received good marks from this section. However, the following questions proved problematic.

Question 3 on naming the land to which John Cabot sailed in 1497 produced a variety of incorrect answers that would suggest a certain level of guesswork.

Question 10 on why Mary Queen of Scots was executed in 1586 was not attempted.

Question 12 on why there was monetary inflation in Europe in the second half of the sixteenth century was almost always answered incorrectly. From the answers given, it would seem that candidates did not understand the term 'monetary inflation'.

Section E: Paragraph Questions

Question 1 on the importance for Spain of the marriage of Ferdinand and Isabella produced many excellently prepared answers. It is obvious that this topic in European History was studied quite well.

Question 2 on the quarrel of Henry VIII with the Papacy produced excellent answers, but candidates tended to write more than the required paragraph.

Question 3 on John Calvin produced some excellent answers. Again, candidates tended to write more than the required paragraph, while weaker answers tended to confuse Calvin with Luther.

Question 4 on St Ignatius Loyola and the Jesuits produced some excellent answers.

Question 5 on the rise of Moscow in the sixteenth century was very rarely attempted.

Question 6 offered a choice between Niccolo Machiavelli and William Shakespeare. Machiavelli was rarely attempted and poorly answered. The few candidates attempting this question did not have any relevant factual detail in their answers. Candidates attempting the question on Shakespeare confined their answers to the listing of two or three plays.

Section F: Essay Questions

Question 1 on The Renaissance was a three-part question and was attempted by the majority of candidates. Part (i) on why the Renaissance began in Italy, and Part (ii) on art and artists of the Italian Renaissance was generally well answered with sufficient relevant factual material. However, Part (iii) on The Renaissance outside Italy (in the rest of Europe) was quite poorly answered. Answers on this part lacked relevant detail and candidates tended to rely on vague generalisations.

Question 2 was a three-part question on the Age of Exploration and was attempted by a majority of candidates. Answers to Part (i) on reasons for exploration, and to Part (ii) on Christopher Columbus were accurate and relevant, but answers to Part (iii) on Ferdinand Magellan were very often vague or irrelevant.

Question 3 on Martin Luther was often attempted and usually very well answered.

Question 4 on Philip II of Spain was a three-part question. It was very rarely attempted and answers tended to be short, vague or inaccurate. It would seem that this part of the course is not receiving the attention it deserves.

Question 5 on the French Wars of Religion was not attempted.

Question 6 on the development of science during the period of the course produced average quality answers. It would appear that this topic had not been studied as a discrete theme. Accordingly, candidates failed to discuss the development of science, and confined their answers to isolated facts.

Freagairt trí Ghaeilge

Ní raibh aon script i nGaeilge sa Chúrsa seo.

COURSE II

Section A: Short Answer Questions

A wide variety of questions were attempted. The majority of candidates showed a broad knowledge of the syllabus and scored an aggregate of 30 marks from a possible 40 marks. However, candidates who scored poorly in their over-all scripts generally did not attempt the required 8 questions and had difficulties with each of the following questions.

In Question 7 on a reason why Eoin McNeill was important in Irish History, many candidates gave answers appropriate to Eoin O' Duffy.

In Question 11 on the name of the semi-state body responsible for public transport after 1944, answers ranged from CIE, to Bus Éireann, to Iarnród Éireann.

In Question 12 on a political fact from Irish History during the 1950s, very many candidates ignored the word 'political' and also ignored the date parameter 'during the 1950s'.

In Question 15 on naming the field of human endeavour associated with a given personality, Anna Parnell was often given as the wife of Charles Steward Parnell, while John Dillon and Maude Gonne were not attempted.

Section B: Paragraph Questions

Question 1 on Isaac Butt was answered by circa 44 % of candidates and the majority scored highly. However, many candidates gave much pre-1868 historical material at the expense of post-1868 core material.

Question 2 on the Land War was attempted by circa 27 % of candidates and was generally very well answered. However, too many candidates confined their answers to the causes and to the characters involved, without dealing with the actual Land War itself.

Question 3 on Sir Horace Plunkett and the Co-operative Movement was attempted by circa 13 % of candidates. Answers tended to be vague, and in some cases the topic was confused with the Congested Districts Board.

Question 4 on the 1913 Strike and Lockout was answered by circa 43 % of candidates and was generally answered very well. Candidates seem to have been quite familiar with this topic and gave clear relevant historical material.

Question 5 on Cumann na nGaedheal was attempted by circa 24 % of candidates and some excellent answers were offered. It is obvious that this section of the History course was well prepared. However, a small minority of candidates wrote about the First Inter-Party Government.

Question 6 on Northern Ireland, 1920-1966, was attempted by circa 20% of candidates. Answers were generally poor and tended to concentrate on the 1920 period, and more especially on the post-1966 period. Because candidates often ignored the date parameters of the question, marks for this tended to lie in the poor category. Every examination at this level in which there is a question on Northern Ireland, the same pattern of answering appears. This would strongly suggest that this part of the Irish History course is not receiving the attention it deserves.

Section C: Essay Questions

Question 1 on Charles Stewart Parnell was attempted by circa 31 % of candidates and high marks were achieved in the vast majority of cases. Candidates were able to select relevant material from Land, Kilmainham, Home Rule, etc. Weaker answers concentrated on Kitty O'Shea and the divorce episode. Other weaker answers gave a confused sequence of events in relation to the political life of Parnell.

Question 2 on Unionist opposition to Home Rule was a three-part question and was attempted by circa 29 % of candidates. Answers in general were average. Few candidates answered on all three parts of the question. In Part (i) on the reasons for Unionist opposition to Home Rule, it was rare to find clear reasons given for such opposition. It would seem that this period of Irish History is not receiving the attention it deserves.

Question 3 on the Easter Rising was answered by circa 50 % of candidates. In the vast majority of cases the question was very well answered. However, some weaker answers confused this question with the War of Independence and with material relating to de Valera and Michael Collins.

Question 4 on Ireland, 1919-1923, was a three-part question and was attempted by circa 20% of candidates. All three parts were generally well answered by the majority of those

attempting the question. Weaker answers tended to confuse the War of Independence with the Civil War, while other answers referred to events of the Easter Rising. In the period from 1916 to 1923, which relates to Questions 3 and 4, accurate chronology is distinctly important, and weaker answers tend to fail in this regard.

Question 5 on Fianna Fáil, 1932-1948, was a three-part question and was attempted by circa 16 % of candidates. This question produced a mixed variety of answers. At one level, there were some very good answers on each of the three parts of the question. At another level, many candidates were unable to deal adequately with Part (i) on dismantling the Treaty during the 1930s, while in Part (iii) on the Economic War, 1932-1938, some candidates confused this with the War Years, 1939-1945.

Question 6 on the Inter-Party Government, 1948-1951, was attempted by circa 8% of candidates, and for the most part was poorly answered. With the exception of Noel Brown and the Mother and Child Scheme, there was rarely ever anything of relevance written on this question.

Question 6 (Alternative) on Seán Lemass was attempted by circa 20% of candidates, and the quality of answers tended to be mixed. Many good answers ranged throughout the period 1916 to his retirement in 1966, and gave a good chronological account of his involvement in Irish History. However, very few candidates mentioned the Lemass-O'Neill talks, which were of major historical importance.

Section D: Short-Answer Questions

A very wide variety of questions were answered in this section. Candidates displayed a broad knowledge of the course and good marks were generally obtained. However, many candidates had difficulties with each of the following questions.

Question 11 on the meaning of the Phoney War, October 1939-April 1940, was generally answered with statements such as: 'It was a defeat for Germany'.

Question 13 on naming the prime minister who succeeded Neville Chamberlain in 1940 produced a great number of incorrect answers ranging from William Gladstone to Margaret Thatcher.

Question 15 on naming the field of human endeavour associated with a given personality produced answers to 4 of the 6 listed personalities. Marie Curie was the most popular and the most correctly answered. Both Guglielmo Marconi and Rosa Luxemburg were usually incorrectly answered, while Imre Nagy and William Beveridge were not attempted. The few candidates who attempted an answer on Leo Tolstoy were invariably correct.

Section E: Paragraph Questions

Question 1 on political scandals in France was answered by circa 37% of candidates. It was generally very well answered. However, a majority of candidates wrote at great length on several scandals. Many answers tended to give long detailed accounts, and this militated against the time that candidates could have given to the 60 mark questions in Section F.

Question 2 on the Suffragette Movement in Britain was attempted by circa 11 % of candidates. The greater number of candidates did not offer sufficient relevant historical material to gain good marks.

Question 3 on the Treaty of Versailles was attempted by circa 50% of candidates and was universally well answered.

Question 4 on Stalin's Five Year Plans was attempted by circa 27% of candidates. Though it was often attempted, it was not always answered satisfactorily. Many answers lacked any concrete detail, while other answers referred only to Stalin's collectivisation programme.

Question 5 on Charles de Gaulle was attempted by circa 5% of candidates. However, those who attempted this question invariably wrote excellent answers showing in-depth knowledge of the subject.

Question 6 on Science and Technology was attempted by circa 17% of candidates and was generally answered quite poorly. Answers lacked concrete facts or significant detail.

Section F: Essay Questions

Question 1 on Bismarck's Germany, 1871-1890, was attempted by circa 41% of candidates and was generally very well answered. Many candidates showed a good knowledge of this topic. Weaker answers, however, tended to write too much introductory material on the period before 1871, to exhibit confusion on Bismarck's alliances, and to write an insufficient amount.

Question 2 was a three-part question on World War I and was answered by circa 17% of candidates. It was not well answered by many candidates. Part (i) on The Schlieffen Plan was either ignored or very poorly answered, while Part (iii) on The War at Sea was generally omitted. This meant that candidates had to rely on Part (ii), which dealt with the Western Front, in order to gain marks.

Question 3 on the Bolshevik Revolution in Russia was attempted by circa 3% of candidates and was quite poorly answered. Candidates attempting this question did not seem to be able to isolate the Bolshevik Revolution from the 1905 Revolution, the February Revolution, or the post-1917 Civil War. It would appear that one of the most far-reaching events in twentieth-century European History is not receiving the attention it deserves.

Question 4 on Benito Mussolini was attempted by circa 30% of candidates. The vast majority of answers suggested a sound knowledge of this part of the course. Weaker

answers tended to concentrate on the earlier years of Mussolini's career and generally either ended with the March on Rome or lacked any significant detail beyond that event.

Question 5 was a three-part question on Adolf Hitler and was attempted by circa 64% of candidates. It was generally very well answered. Many candidates showed a sound knowledge of all three parts. Weaker answers did not have the correct sequence of events in Part (i) on Hitler's rise to power, while Part (ii) on the creation of the Nazi State was either ignored or answered extremely poorly with much irrelevant material. This meant that weaker answers tended to obtain marks only on Part (ii) relating to Hitler and the Jews.

Question 6 was a three-part question on Post-War Europe, 1945-1966, and was answered by circa 9 per cent of candidates. Only a small number of candidates had a good knowledge of all three parts. In Part (iii) on The Berlin Crisis, 1948-1949, weaker answers confused this with the building of the Berlin Wall in 1962. A very high proportion of candidates either ignored Part (iii) on the European Economic Community (EEC), or answered it very poorly by writing down one or two vague statements.

Freagairt i nGaeilge

Bhí 24 script i nGhaeilge sa Chúrsa seo. Ní raibh aon difríocht i gcaighdeán na Staire sna scrípteanna seo agus na scrípteanna a freagraíodh trí Bhéarla.

4. CONCLUSIONS

COURSE 1

- This year, a total of 95 candidates from 42 centres sat for Course I Ordinary Level History. The fact that 28.44% of candidates failed to achieve Grade D level gives cause for serious concern. In terms of assessment, this is the result of two factors that came to light when the scripts were being marked. On the one hand, many candidates failed to attempt the required 2 questions for 60 marks each from each of the sections C and F. Because these sections carry 240 marks, or 60% of the total marks, candidates who fail to attempt these sections invariably fail to gain a credible grade. On the other hand, some 10 per cent of candidates attempted questions from both Course I and Course II. Since these courses are mutually exclusive, candidates' work can be assessed only in relation to the better of the two, and invariably such candidates fail to achieve a credible grade.
- The fact that 46.32% of candidates received at least a Grade C, and of this percentage 14.74% received Grade A, indicates that nearly 50 % of all candidates acquired an above-average knowledge and appreciation of Irish and European History relevant to this course.

COURSE II

- There was a wide divergence in the over-all quality of answering, which is borne out by the percentage grade results for this course.
- On the one hand, the fact that 59.27% of candidates received Grade C or higher, suggests that a high proportion of candidates acquired an above average knowledge and appreciation of the contemporary History of Ireland and Europe appropriate to Leaving Certificate History at Ordinary Level.

- On the other hand, the fact that 18.62% of candidates failed to achieve a grade higher than that of Grade E, suggests that a significant proportion of candidates have not benefited in any worthwhile manner from their study of History at Leaving Certificate Ordinary Level.
- One essential reason for this high level of under-achievement at examination time lies in the fact that candidates are not sufficiently familiar with the format, layout and question requirements of the examination paper. Invariably, candidates who fail to achieve a grade higher than that of Grade E tend to over-write on their answers to the 5 mark questions in Sections A and D, and to the 20 mark questions in Sections B and E, and ignore the 60 mark questions in Sections C and F.

5. RECOMMENDATIONS

COURSE 1

From the above examination results, from the conclusions regarding candidate performance, from the analysis of the written paper, and from the report of the Assistant Examiner, the following recommendations are made.

- Because the quality of answers in certain main-line areas of the European History course, such as the Renaissance outside Italy, Voyages of Exploration, and the Wars of Religion in France, were significantly below the average standard of answering, it would seem that these areas of the syllabus are not receiving due attention. Accordingly, while it may not always be possible to teach every aspect of every topic, it is strongly recommended that all main-line topics of the syllabus, such as those listed above, should be given adequate attention in terms of class teaching time and written homework. Otherwise candidates are placed at a disadvantage in the examination as their choice of questions is significantly reduced.
- Because a minority of candidates (circa 10%) do not seem to know which course they should attempt, and offer answers to a combination of questions from each course, it is strongly recommended that all candidates are made fully conversant with the format and lay-out of the examination paper, and with the title of the particular course option they are studying. Moreover, it is essential that candidates fully understand that questions from Course I and questions from Course II are mutually exclusive, and that the examination must be taken in its entirety from one course only.
- Because candidates who fail to achieve a D grade invariably fail to attempt the required 4 questions for 60 marks each from Sections C and F, it is strongly recommended that candidates should be given the opportunity for continuous practice in the writing of essay-type answers to mainline topics on the History course. In this regard, it is further recommended that candidates should be made

aware of the fact that about four relevant paragraphs are quite sufficient to answer these questions from Sections C and F.

COURSE II

From desiderata emerging from the examination results, from the analysis of and conclusions drawn regarding candidate performance, and from the written reports of assistant examiners, the following recommendations are made.

- Recognising that a certain percentage of candidates at Ordinary Level History do not always exhibit the desired degree of motivation, and that many candidates are taught in mixed classes of Ordinary Level and Higher Level, teachers should devote specific time towards ensuring that candidates recognise and understand the format, layout and question requirements of the examination paper.
- Teachers should ensure that candidates entering the written examination are thoroughly familiar with the mark allocation of questions in each section of the examination paper. This will ensure that candidates do not ‘waste’ valuable examination time answering excess questions, and questions which are mutually exclusive. Above all, it will ensure that candidates do not ‘over-write’ on the 5 mark and the 20 mark questions, to the detriment of the 60 mark questions.
- Because candidates who ignore, or fail to answer, the 60 mark questions in Sections C and F, invariably fail to achieve more than an E grade, candidates should be made aware of the absolute necessity to attempt the required 4 questions for 60 marks each. Because the combined mark allocation for these sections is 240 marks, or 60% of the total, continuous practice in the writing of essay-type answers is of paramount importance, and a vital necessity for candidates in order to gain a credible grade result. In this regard, it is important to point out to candidates that lengthy essays are not required, and that on average four relevant paragraphs are quite sufficient.

- Candidates should be made conscious of the fact that the mark allocation for each question in Sections A and D is 5 marks only. Accordingly, not more than one relevant sentence is usually quite sufficient to gain the full 5 marks. Many candidates tend to write lengthy answers, and also answer more than the required 8 questions. Again, this consumes valuable examination time that could be used more profitably in answering the 60 mark questions in Sections C and F.
- Candidates could be given more direction and practice in answering paragraph questions relevant to Sections B and E. Candidates should understand that, irrespective of the title of the paragraph, and irrespective of the amount of historical material that they could actually write upon the topic, a short paragraph is only required. Some topics that appear in Sections B and E are extensively treated in the average textbook. These topics appear on the examination paper in order to give candidates adequate material from which to write a short paragraph, and should not be treated extensively.
- Because some very main-line topics, such as World War 1 and the Bolshevik Revolution in Russia, were answered quite poorly, teachers and candidates are reminded that all major areas of the syllabus should receive equal attention both in class and with regard to written homework. Equally, it is important that the full syllabus is adequately covered, as it is apparent that the period between 1945 and 1966 does not receive due attention. By omitting the period after 1945 from study and written homework, candidates on examination day are placed at a decided disadvantage since their options are significantly reduced.
- Considering the quality of answers given by the top 5 per cent of those candidates who received Grade A in the examination, it is apparent that this top group of candidates should have taken the Higher Level examination paper. Accordingly, candidates, showing aptitude and ability, should be given every encouragement to take the Higher Level examination paper in this subject.

APPENDIX 1

HISTORY, ORDINARY LEVEL

Examination Results for the Years 2000, 2001 and 2002

YEAR	GRADE	A	B	C	D	E	F	NG	TOTAL
2000	Number	1,085	914	790	838	376	500	261	4,764
	%	22.80	19.20	16.60	17.60	7.90	10.50	5.50	100
2001	Number	1,170	935	679	712	247	319	137	4,199
	%	27.90	22.30	16.00	17.00	5.90	7.60	3.30	100
2002	Number	789	842	793	912	205	406	164	4,111
	%	19.20	20.50	19.30	22.20	5.00	9.90	4.00	100

HISTORY
LEAVING CERTIFICATE
HIGHER LEVEL, 2002

1. INTRODUCTION

History is offered at Higher Level in two courses as follows:

Course I: Renaissance Civilisation.

Irish History, 1477 – 1625; European History, 1453 – 1618.

Course II: Contemporary Civilisation.

Irish History, 1868 – 1966; European History, 1870 – 1966.

Candidates are required to take the entire examination in Course I or in Course II.

Candidates are required to attempt five questions, one each from Sections A, B, C, D and E. Each question is worth 80 marks.

Sections A and B refer to Irish History while sections C and D refer to European History.

Section E gives the candidate the option to answer a question on the Research Topic which they have prepared, or to write an essay from the selection given in questions E2 and E4 (Ireland and Europe respectively). The Research Topic questions (E1 = Ireland, E3 = Europe) require the candidate to write an account of their topic and to answer supplementary questions about sources, skills and context.

The maximum marks for History at Higher Level is 400 marks.

2. PERFORMANCE OF CANDIDATES

The following tables give the separate grade results, by number and percentage, for Course I; the separate grade results, by number and percentage, for Course II; and the separate overall grade results, by number and percentage, for Course I and Course II combined.

Table1. Examination Results – Course I

Grade	A	B	C	D	E	F	NG	Total
Number	20	21	34	19	5	3	4	106
%	18.9	19.8	32.1	17.9	4.7	2.8	3.8	100

Table 2. Examination Results – Course II

Grade	A	B	C	D	E	F	NG	Totals
Number	802	1796	2051	1397	336	157	36	6575
%	12.2	27.3	31.2	21.2	5.1	2.4	0.6	100

Table 3. Examination Results – Course I and Course II Combined

Grade	A	B	C	D	E	F	NG	Total
Number	882	1817	2085	1416	341	160	40	6681
%	12.3	27.2	31.2	21.2	5.1	2.4	0.6	100

The results in Course I show a slightly increased A-C rate, in comparison to the 2001 results. They are very close to the rate achieved on the Course II paper. The number of both A grades and lower grades is somewhat higher among Course I candidates.

Freagairt trí Ghaeilge

Ní raibh aon script I nGaeilge sa Chúrsa seo.

3. ANALYSIS OF CANDIDATE PERFORMANCE

COURSE I: RENAISSANCE CIVILISATION

IRISH HISTORY

SECTION A (80 marks)

Average mark 51.5

No.	Topic	% uptake	Choice in section	Comment
A1	Henry VII and Ireland	32%	2	Good quality answers
A2	House of Kildare	36%	1	Popular question. Well answered by candidates
A3	Gaelic Lordships; political, social structures	15%	3	Very well covered. Good material in answers
A4	Henry VIII ; Reformation policy	5%	5	Infrequently, and poorly, answered
A5	Mary Tudor; Irish policies	7%	4	Reasonably well answered question
	Not attempted	5%		

SECTION B (80 marks)**Average mark 56.8**

No.	Topic	% uptake	Choice in section	Comment
B1	Elizabethan Church Settlement	23%	2	Some excellent material in answers
B2	Shane O'Neill	31%	1	A well-known topic. Some very good answers but chronology often faulty in others
B3	Elizabethan rule in Munster	8%	5	Low uptake. Answers generally good but not outstanding
B4	Nine Years War	21%	3	Good answering with some excellent material and good detail
B5	Flight of the Earls	14%	4	A high standard of answering
	Not attempted	3%		

EUROPEAN HISTORY**SECTION C (80 marks)****Average mark 67.3**

No.	Topic	% uptake	Choice in section	Comment
C1	Fall of Constantinople	9%	4	Low uptake but some excellent answers
C2	Renaissance in Italy	25%	2	Popular question but disappointing standard. Lack of detailed knowledge in evidence
C3	Voyages of Discovery	32%	1	Very popular question competently answered
C4	Charles V	22%	3	Well known and popular. Many good answers
C5	Erasmus	7%	5	Very few answers but generally well done
	Not attempted	5%		

SECTION D (80 marks)**Average mark 45.5**

No.	Topic	% uptake	Choice in section	Comment
D1	The Reformation	30%	2	Popular question but answers only of average quality as candidates had difficulty in addressing the quotation
D2	Jean Calvin	47%	1	Most frequently attempted question in the section. Good knowledge and preparation in evidence. All aspects of the question well dealt with by candidates.
D3	Counter-Reformation	9%	3	Reasonably well answered
D4	Elizabeth I	1%	5	Least popular question on paper
D5	Netherlands revolt	8%	4	A reasonable standard was attained by the few candidates who attempted this
	Not attempted	5%		

SECTION E (80 marks)**RESEARCH TOPIC AND ESSAYS**

No.	Question	% uptake	Choice in Section	Comment
E1	Research Topic Ireland	17%	2	Many good research topics. Some interesting new areas studied, but many old 'favourites' tended to appear. Supplementary questions well answered but some had difficulties with the term 'enhance'. Very good standard
E2	Essay; Ireland	10%	4	Some good essays on Surrender and Regrant. Very few other titles attempted.

E3	Research Topic Europe	56%	1	As with Irish Research Topics, a very good standard. Three times more students opted for Europe than Ireland
E4	Essay; Europe	14%	3	Some very good essays on Ferdinand and Isabella. Very low uptake of other essay titles
	Not attempted	3%		

Note: Research Topic: uptake 73%, average mark 70. Essay: uptake 24%, average mark 54.

COURSE II: CONTEMPORARY CIVILISATION

SECTION A (80 marks)

No.	Topic	% uptake	Choice in section	Ave. Mark	Quality of answer	Comment
A1	Isaac Butt	28%	2	48	Good	Generally well done but many candidates had too little relevant material at their disposal to score maximum cumulative marks
A2	Michael Davitt	34%	1	56	Good	Very many good answers, though few dealt with post -1882 period, perhaps reflecting lack of material in texts
A3	Constructive Unionism	19%	3	36	Average	Some good answers but quite a few confused constructive unionism with opposition to self-government
A4	Irish Parliamentary Party	7%	4	57	Very good	Some impressive answers among the relatively few takers. Well known
A5	Establishment of Northern Ireland	6%	5	48	Fairly good	Seldom attempted: reasonable answers in quite a few cases
	Not attempted	6%				

SECTION B (80 marks)

No.	Topic	% uptake	Choice in section	Ave. mark	Quality of answer	Comment
B1	War of Independence	7%	4	49	Fairly Good	3 elements; not all covered all 3. Some wrote about Civil War. Otherwise good
B2	Cumann na nGaedheal	25%	2	50	Good	Well answered. Better attempts drew on internal and external material
B3	Anglo-Irish relations	9%	3	59	Very Good	Best answered question in the section. Many well-informed essays
B4	Northern Ireland 1920-66	5%	5	49	Average	Rarely attempted. Some good answers but many poorly informed essays
B5	Seán Lemass	52%	1	56	Good – Very Good	Very popular question, many excellent answers. Some introduced material unconnected to Lemass, or wrote limited essays on Lemass as Taoiseach.
	Not attempted	5%				

SECTION C (80 marks)

No.	Topic	% uptake	Choice in section	Ave. mark	Quality of answer	Comments
C1	Bismarck	44%	1	54	Good	Very popular question. Well-answered by most, though there was a tendency to concentrate on external rather than on internal affairs
C2	Russia 1870 - 1917	30%	2	54	Good	2 nd most popular in section. Generally well-answered but many confused the 3 reigns and the 3 concepts in the question

C3	Eastern Question	4%	4	49	Fairly Good	Not a popular question but some good answers were in evidence
C4	Anglo-German relations	4%	4	47	Fairly Good	Not many answers but those who attempted it did quite well
C5	Peace settlement	12%	3	51	Good	Quite well answered although most candidates limited themselves to the Versailles aspect and to weaknesses rather than to strengths
	Not attempted	6%				

SECTION D (80 marks)

No.	Topic	% uptake	Choice in section	Ave. mark	Quality of answer	Comment
D1	Hitler and Mussolini: foreign policy and W W II	42%	1	45	Fairly Good	Popular question, varying standard. The majority concentrated on Hitler. The effect of foreign policy on war was treated well by a minority
D2	Spanish Civil War	5%	5	53	Good/Fair	Infrequently attempted. Standard varied widely. Some good answers, others fair
D3	Stalin	27%	2	63	Very Good	Often answered. This topic was well-known and the question was well handled
D4	World War II	13%	3	40	Average	Some good answers; others vague, general
D5	De Gaulle	7%	4	59	Good	Few attempts; good material, well-known
	Not attempted	6%				

SECTION E (80 marks)

No.	QUESTION	% uptake	Choice in Section	Ave. Mark/Grade	COMMENT
E1	Research Topic Irish History 1868-1966	41.5%	1	73.9 = A1	Very good. Both the uptake and average marks were up on last year. The good topics were often highly commendable, showing good, original research or investigation. Supplementary questions were invariably well answered by these students. The poor topics were often re-cycled, second-hand material. These candidates were left unable to answer questions on sources, skills or context adequately.
E2	Essays: Irish History 1868-1966	10.9%	3	49.9 = C2	Standard varied fair to good. Table in descending order of popularity, with ave. marks: iv Blueshirts 49 i Cultural nationalism 50 v Noel Browne 59 ii 1913 strike/lockout 52 iii Countess Markievicz 40
E3	Research Topic European history 1870-1966	39.3%	2	74.3 = A1	Comments for E1 also apply to E3: marks in E3 were very slightly higher though uptake was a little lower. Again, some excellent studies in evidence. I.T. and the Internet are playing an increasing role in research. A very small number of candidates did topics outside the parameters of the course. This should be monitored carefully.

E4	Essays: European History 1870-1966	7.2%	4	42.5 = D1	Standard average to fairly good: table below in descending order of popularity, with average marks out of 80. iv Khrushchev 45 i Dreyfus 35 ii Weimar 55 v European Unity 34 iii Suffragettes 44
	Not attempted	1.1%			
	Overall uptake =	98.9%			

Note: E1 and E3 together (all Research Topics) = 80.8% uptake, average 74 marks = A1
E2 and E4 together (all essays) = 18.1% uptake, average 46 marks = C3

FREAGAIRT TRÍ GHAEILGE

Bhí 135 script i nGaeilge i gCúrsa II. Bhí an caighdeán a bheag nó a mór ar an dul céanna leis na scrípteanna a freagraíodh i mBéarla.

4. CONCLUSIONS

- There was again a slight decrease in the number of candidates taking History this year. 106 candidates took Course I. This represented a further decline in the numbers of candidates opting for this course. In 2001, 150 candidates took Course I. The proportion of the total number of students taking Course I has also dropped; this year it represents 1.6% of all Higher Level History candidates.

In Course II the decrease was 240 candidates. While this gives continuing cause for concern, there are a number of points worth noting:

- The rate of decrease has slowed significantly
- The results show an increase (over 2001) in both the number of A grades attained and in the number of A-C grades attained by candidates, while the number of lower grades has increased just slightly on last year.
- Candidates taking Course I this year came from 30 centres. While relatively few centres accounted for a large proportion of the better results, it was notable that the number of centres catering for 4 candidates or less had increased. In fact, 80% of centres were in this category and a large proportion of the lower grade results was awarded in these centres. As has been observed in previous reports, it is likely that many of the candidates in these centres are not being taught in formal classes, and may not have access to regular teaching or materials on this course.
- Examiners reported that the standard of answering, while very similar to last year's, ran the gamut from excellent, through mediocre, to poor. There were very many excellent, well-informed answers showing good teaching and learning in this course. On the other hand, many popular and 'mainstream' subjects attracted disappointingly poor answers where better information might have been expected.

- Every question on the paper was attempted this year. Every section had its obvious ‘favourites’ but it was clear that there were few overwhelmingly popular questions. In fact most sections had two very popular questions with three less favoured options. This reflects a breadth of approach. The selection of questions allowed students to show the knowledge they had gained during their study of the course.
- It was also evident that there is much good teaching and successful learning taking place in History classes; there was ample evidence of this in the answers of many hundreds of papers. However, there was also, almost inevitably, an array of ‘learned-off’ essays and formulaic answers pressed into service, often unsuitably, to answer questions that were not quite what may have been expected.
- The Research Topic, which has grown steadily in popularity over the past few years, has shown increased uptake again this year with just over 80% of candidates opting to do it. In general, candidates presenting a Research Topic do well in the examination, many attaining a higher grade by doing so, as is evidenced by the relatively higher marks gained on that question.
- A higher proportion of Course I candidates attempted the Research Topic this year. 73% of candidates, a figure much closer to that relating to Course II, completed a Research Topic. It is interesting to note that roughly three times as many students chose a European topic as those taking an Irish one. Further comments on the Research Topic are made in Appendix 2 to this report
- Most candidates completed the five questions in the time provided, but there was still a minority of candidates who failed to submit five answers. In 2002, between 5 and 6 per cent of candidates fell into this category. Almost invariably they fared badly as a result, often dropping a grade on the result they might have expected. However, over 90% did complete all sections.

5. RECOMMENDATIONS

- Candidates are strongly advised to attempt all five sections of the paper. The choice is wide and time, though tight, should be managed carefully. Only a minority of candidates fail to complete the five sections but many more do a weak or incomplete fifth answer. Using time and resources wisely gives the opportunity for candidates to do themselves justice, not only for the two years of the course but for the many formative years studying History prior to that.
- Reading and fully comprehending questions is essential. Candidates need to focus on what precisely is being asked. If there is a connection, a consequence, a time sequence, an aspect called for in the question this should be addressed carefully and directly in the answer. There is a good range of questions in each section and choice should be made with care.
- It is imperative that all candidates doing the Research Topic carry out their own research and carefully locate and record their principal sources. Attention should be paid to supplementary questions that enquire into skills, sources, research and other processes. When using the Internet, care should be taken in using websites. These should be verified; checkable and accurate references should be cited when writing down the source: cf. Appendix 2 to this report.
- While very many candidates answered excellently and had clearly covered their topics thoroughly, there are still serious gaps in coverage of the course and consequently uptake of questions in those areas. In Course II, for instance, Northern Ireland, Britain, social and economic developments, and post-World War II Europe need to be taught and studied. While teachers and candidates need at times to be selective, there should not be a tendency to reduce material covered to a minimum. This narrows the experience of the candidate, which is vital for the answering of broader questions, and limits the range of choice available to the candidate on the paper.

- Candidates should learn to take a breadth of approach, and not to narrow their preparation. When students are capable of making linkages, and connections, of analysing cause and consequence, and of fashioning their acquired skills and knowledge into well-wrought answers, they are amply rewarded.
- It is clear that much good work is taking place in the teaching and learning of History. Over 70% of candidates obtained A-C grades in this year's examination. This is to be commended. Attention to the recommendations above should ensure continued success and high standards in the subject.

APPENDIX 1

HISTORY - HIGHER LEVEL

RESULTS FOR 2000, 2001 AND 2002 (COURSE I AND II COMBINED)

YEAR	Number	A	B	C	D	E	F	NG
2000	7839	855	1975	2477	1834	439	204	55
	%	10.9	25.2	31.6	23.4	5.6	2.6	0.7
2001	7071	849	1916	2213	1549	346	149	4
	%	12.0	27.1	31.3	21.9	4.9	2.1	0.7
2002	6681	822	1817	2085	1416	341	160	40
	%	12.3	27.2	31.2	21.2	5.1	2.4	0.6

APPENDIX 2

RESEARCH TOPIC

1. General:

The uptake by candidates of the Research Topic, both Irish and European, has continued to rise. It now exceeds 80% of all candidates. The marks have continued to rise also. The vast majority of topics are good and reflect wide reading, research and careful preparation. This is the principal purpose of the Research Topic. It also has the advantage of increasing the grade of most candidates who attempt it. There is still a wide margin between the average marks awarded for the topic and for the answers to the more general questions. However, old and hackneyed topics rear their heads every year. Single articles provide the sole source for some topics and others are general essays masquerading as research. There are still, though in declining numbers, topics that are outside the parameters of the course. These should be detected at an early stage and should never reach the point of appearing in examination answer books.

Examiners commented this year that there were many excellent, fresh, well-researched topics among their scripts, and many good local studies. The interesting point about this standard of material is that the writers have no difficulty in fully and successfully answering the supplementary questions that follow. Candidates who have used genuine sources, who have worked with evidence, who utilise the skills of historians and appreciate the context and importance of their topic, are likely to answer supplementary questions with a much higher degree of skill and confidence. These candidates are rewarded by appropriately high marks.

Candidates in citing sources should do so accurately. An accurate title and author should be given for each printed source. When newspaper articles are used as sources, the title and date of the publication plus the heading of the article at least would be expected as validation. Video or cassette or DVD material should also be clearly identified: source, programme or author or both, date, title, etc., to validate the recording. Other non-printed sources, particularly people, interviews, etc., should also be carefully validated. Time, date, location, name, title and relevance or verification should appear in support of the source. Candidates should be aware of the difference between primary and secondary sources and if possible should refer to this aspect when citing or reviewing a source in an answer.

2. Use of Internet/Websites:

There has been a phenomenal increase in the material available per Information and Communication Technologies in the past few years. Candidates have access to material from the Internet and frequently go to websites as part of their research. This has led to more information being available, but has also given rise to certain problems. These comprise reliability, genuineness, limited scope or bias in material and, of course, the matter of citing the website in an intelligible and checkable form.

A very large number of websites given in response to the source question following the Research Topic were checked this year. Worryingly, a significant number of these websites proved to be non-existent or very general or unreliable - certainly not worthy of being considered valid or useful sources for genuine research.

Clearly, candidates are going to use websites and these are going to form the basis of many topics. However, they are not necessarily any more reliable than any other source and require checking and validation. Many sites are propagandist, or biased, or very general and unhistorical. Others, however, are excellent and deserve use and reference.

Accurate website references must be given by candidates using them as a source for their Research Topic. If they are validated they can be counted as a genuine source, in the manner of, say, printed sources. If however they are not valid or cannot be verified, the candidate is unlikely to receive marks for the reference as a genuine source. This is a point that should be noted for future Research Topics by teachers and candidates alike. It is clearly in the interests of the budding historian and the development of the subject that validation standards apply. It is also likely to be a basis for future study using the Internet.

