



**Coimisiún na Scrúduithe Stáit
State Examinations Commission**

LEAVING CERTIFICATE EXAMINATION 2006

HISTORY

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

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LEAVING CERTIFICATE HISTORY

1. ORDINARY LEVEL, 2006

1.1 INTRODUCTION

The revised syllabus for Leaving Certificate History was introduced into schools in 2004. It was examined for the first time in 2006. This report will treat of candidate performance at the Ordinary Level in the first year of the new examination.

It should be read in conjunction with the examination paper, the Marking Scheme 2006, and the Marking Indicators. These are available to download from the website of the State Examinations Commission at: www.examinations.ie

Examination candidates were asked to opt for one of two Fields of Study prescribed in the syllabus: Early Modern, 1492-1815 or Later Modern, 1815-1993. The format of the examination is the same for both Fields of Study. It consists of two components: the Research Study Report (RSR) and the terminal written examination paper.

The RSR, with an allocation of 100 marks (20%), was submitted by candidates to the examining authority on or before April 28, 2006. The written examination, with an allocation of 400 marks (80%) was held nationally on June 14, 2006. A total of 2 hours and 50 minutes was allowed for the written examination.

Component 1: The Research Study Report (100 marks)

The RSR is divided into three sections:

Outline Plan; Evaluation of the Sources; Extended Essay.

Outline Plan (15 marks)

Candidates are expected to define and justify their proposed subject of study, to identify their aims and intended approach, and to cite accurately two sources used in their research.

Evaluation of the Sources (25 marks)

Candidates are expected to comment on the strengths and/or weaknesses of the sources and indicate their relevance to the chosen subject.

Extended Essay (60 marks)

Candidates are expected to relate the results of the research in the form of a historical essay **and** review how the research process fulfilled the Outline Plan. The Essay, with 600-800 words as a recommended range of length, carries an allocation of 50 marks. A maximum of 10 marks is awarded for the review of the process.

Component 2: The Written Examination Paper (400 marks)

The written examination paper comprises three sections:

Section 1 (100 marks)

Documents-based questions on a Topic prescribed by the State Examinations Commission. Four questions are set on selected documents relating to one of the three Case Studies in the prescribed Topic. No choice is offered.

The questions are designed to test historical skills as follows:

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

Section 2 (100 marks)

A set of questions is offered on each of the five remaining Topics from Irish history. Candidates are asked to answer on one Topic only.

The set of questions in each Topic comprises three parts, as follows:

- A (30 marks): A range of short questions (usually five) prompted by a stimulus document. No choice is offered.
- B (30 marks): Candidates are asked to write a short paragraph in response to one of four headings offered.
- C (40 marks): Candidates are asked to write an extended paragraph in response to one of four questions set.

Section 3 (200 marks)

A set of questions is offered on each of the six Topics from the history of Europe and the wider world. Candidates are asked to answer on two of the six Topics. The questions on each Topic are presented in the same format as those described above for Section 2.

1.2. PERFORMANCE OF CANDIDATES

A total of 3,704 candidates sat the examination at Ordinary Level in 2006. Of those, 3,673 (99.2%) chose the Later Modern Field of Study and 31 (0.8%) chose the Early Modern Field of Study.

The following table shows the breakdown of grades achieved by candidates at Ordinary Level in the years 2003, 2004, 2005 and 2006.

Year	Total	A	B	C	ABC	D	E	F	NG	EFNG
2003	4,501	24.5	21.4	17.4	63.3	18.6	6.9	8.2	3.2	18.2
2004	4,438	26.3	20.8	17.1	64.2	18.7	6.1	7.2	3.9	17.1
2005	3,918	29.6	20.7	17.2	67.5	18.3	5.5	5.4	3.2	14.2
2006	3,704	19.4	29.7	26.6	75.6	20.2	2.7	1.4	0.1	4.2

Because of the changed nature of the syllabus and the examination, the grade breakdown for 2006 cannot readily be compared with that of previous years. However, compared to the mean for 2003-2005, the A rate for 2006 was lower, the B and C rates higher, the D rate marginally higher, and the EFNG rate significantly reduced.

1.3. ANALYSIS OF CANDIDATE PERFORMANCE

Fields of Study

Because a very small percentage of candidates opted for the Early Modern Field of Study, it is not possible to engage in any meaningful statistical analysis of candidate performance in that Field or in any meaningful statistical comparison with candidate performance in the Later Modern Field of Study. The data for the Early Modern candidature has been included with those of the Later Modern candidature in the overall figures for Ordinary Level. Commentary by the examiner who marked Early Modern papers is incorporated in the main body of the report.

Research Study Report (100 marks)

Selection of subject for RSR

Most candidates for the Early Modern Field of Study sited their research in that same Field, though there were some from the Later Modern Field. The examiner noted evidence of diligence and thoroughness in the research and praised the candidates for their approach.

Most candidates for the Later Modern Field of Study sited their RSR in that same Field, usually the 20th century, with some 60% choosing a subject from Irish history. A considerable number offered biographies of key personalities such as Michael Collins or Countess Markievicz or gave summary accounts of prescribed Case Studies. Examiners' reports often expressed concern about the wisdom of these choices, in view of the advice given in the *Guidelines for Teachers* (p. 14) which accompany the revised syllabus.

Examiners agreed that the RSRs made interesting reading and they were pleased to note that, while most topics were drawn from the historical mainstream of the syllabus, some candidates were opting for local history.

The Outline Plan

Many lost marks for not citing two sources completely and accurately. Some omitted the name of the author or publisher. The citing of internet sources proved the most problematic: some merely mentioned that they used the internet as a source. It appeared that many candidates had recourse to the internet as their first and only source.

Evaluation of the Sources

The evaluation of sources was where many students lost marks. This was because they tried to summarise the historical content of the sources rather than identify their strengths and/or weaknesses in the pursuit of the research objectives.

The Extended Essay

In the vast majority of cases the extended essay was well written, but sometimes they far exceeded the recommended range of length, 600-800 words, as set out in the SEC Circular S60/05 and in the “Guidelines for Candidates” on the RSR booklet.

A considerable number of candidates failed to include the required review of the research process with their essay. Where reviews were presented, there was often evidence of formulaic answers, based perhaps on “model answers”, rather than on the candidate’s individual response to his/her own research experience.

Examiners also reported that a very small number of candidates failed to present any RSR. Where no RSR was presented, it was not unusual for that candidate not to achieve grade D.

With an average mark of some 90%, the RSR has helped many candidates towards an enhanced grade. Examiners consider that it has contributed in no small measure to the reduced combined EFNG rate and the increased combined ABC rate. They are also of the opinion that the research experience must have led to greater engagement in and enjoyment of the study of history.

Section 1: Documents-based Question (100 marks)

The Documents-based question in the Early Modern Field of Study was based on the Case Study, *Elizabethan Dublin* from Topic 2 in Irish history, *Rebellion and Conquest in Elizabethan Ireland, 1558-1603*. In the Later Modern Field of Study, it was based on the Case Study, *The GAA up to 1891* from Topic 2 in Irish history, *Movements for political and social reform, 1870-1914*.

In the Early Modern Field of Study, the examiner commented that the documents presented few difficulties to candidates, with most of them answering this section very well. She considered that their competence in document-handling enhanced their overall score in the examination.

In the Later Modern Field of Study, the Documents-based question was also very well answered, with many candidates scoring over 70%. Where marks were lost, it was mostly in answers to questions 3(a) and 3(b). Some candidates appeared not to understand what was meant by the “qualities” of a historical document, as asked in 3(a).

There was sometimes confusion regarding the definition of a primary source. Many candidates, when answering 3(b), thought that document B couldn't be a primary source because it expressed an opinion. Almost all of those who answered incorrectly used this explanation.

Question 4 proved very difficult for many candidates. Generally answers were too short or candidates repeated information from the documents and did not offer information in context.

Examiners agreed that this question is an attractive and accessible introduction to the written paper, with most candidates gaining full marks in the comprehension section. As with the RSR, examiners considered that good performances in the Documents-based question – and, in particular, good performances in both the RSR and the Documents-based question – boosted candidates' overall scores.

Section 2: Topics from Irish history (100 marks)

In the Early Modern Field of Study, Topic 1, *Reform and Reformation in Tudor Ireland, 1494-1558* proved to be by far the most popular choice from the remaining five Irish Topics. The examiner considered that most candidates understood clearly what was being asked of them and thus scored well in their answering across all three sections of Topic 1.

The very small number of candidates who did not elect to answer Topic 1 seemed to be unprepared for the examination, choosing questions in a seemingly random manner from across the whole range of Topics.

In the Later Modern Field of Study, Topic 3, *The pursuit of sovereignty and the impact of partition, 1912-1949* proved to be by far the most popular of the remaining Irish Topics, with as many as 90% opting for it. The take-up rate was extremely low for other Topics and this was often reflected in the achievement scores. Many of the answers from outside Topic 3 seemed to have been the work of ill-prepared candidates who adopted a somewhat *à la carte* approach to the selection of questions.

LMI Topic 1: Ireland and the Union, 1815-1870

Topic 1 was rarely chosen and candidates who did mostly disappointed. Of the short paragraphs, B2 (Industrial development in Belfast) was the popular choice, but candidates often wrote well beyond the date parameters of the Topic. While questions C1 (O'Connell) and C2 (Responses to the Famine) were popular, the answering was of a low quality.

LMI Topic 3: The pursuit of sovereignty and the impact of partition, 1912-1949

An overwhelmingly popular choice, Topic 3 was, in the main, well answered. Section A was answered comfortably by most candidates with the exception of question A4, where Fianna Fáil was commonly given as the wrong answer. Of the short paragraphs, all questions were popular and well answered, with B3 (Impact of World War II) as the most popular. Many candidates tended to approach question B3 from a European

perspective. All options were attempted in Section C, with candidates scoring particularly well in C1 (Pearse) and C4, where there was overlap with B3.

LMI Topic 4: The Irish Diaspora, 1840-1866

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

Both Topic 4 and Topic 5 were rarely attempted. In each case Section A was well attempted, but the answers to question 5 revealed an underlying lack of historical knowledge. With only rare exceptions, answers to Sections B and C were poor, patchy or non-existent.

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

A few attempted Topic 6. Many candidates faltered on questions A1 and A4. In A3, they seemed unable to clearly identify the differences between the views of Lemass and those of deValera.

Section 3: Topics from the history of Europe and the wider world (200 marks)

Candidates were asked to answer on two of the six Topics from the history of Europe and the wider world. In the Early Modern Field of Study, the vast majority of candidates answered both Topic 1, *Europe from Renaissance to Reformation, 1492-1567* and Topic 2, *Religion and power: politics in the later 16th century, 1567-1609* and those who did not mostly plotted a seemingly random path through the examination. The examiner formed the opinion that the well-prepared candidates negotiated Topics 1 and 2 very well, as the questions were typically clear, well-expressed and accessible.

Choices made by candidates in the Later Modern Field of Study ranged more widely across the six available Topics. Topic 3 proved to be the overwhelming favourite here, with up to 95% taking it as one of their two options. Topics 2 and 4 each attracted up to 40% of candidates, while Topic 6 was the choice of just over 20%. The remaining Topics – 1 and 5 – were very rarely attempted.

LME Topic 1: Nationalism and state formation in Europe, 1815-1871

Very few candidates selected Topic 1. Of the short paragraphs, B4 (Developments in science) was most attempted, with answers proving to be either good or vague. From Section C, question 3 (Bismarck) was the only option chosen, but the standard of answering was disappointing.

LME Topic 2: Nation states and international tensions, 1871-1920

In Topic 2, Section A proved to be a challenge. Many candidates failed to answer A2 and often gave the same answers for both A1 and A2. Of the short paragraphs, B2 (Krupps) and B4 (Developments in science) were popular and well answered. From Section C, questions C1 (Bismarck), C2 (Women in World War I) and C3 (Wilson) were most often attempted, with C2 the most popular of the three. Examiners reported good answering in all cases.

LME Topic 3: Dictatorship and democracy in Europe, 1920-1945

In the vastly popular Topic 3, candidates scored extremely well in Section A. However, some candidates mistook Stalin for Mussolini and also the artificial nature of the Nazi-Soviet alliance was not identified. Of the short paragraphs, only B1 (the Vichy state) went unattempted, while B4 (Charlie Chaplin) was the most popular and was also very well answered. Questions C2 (Stalin's show-trials) and C4 (Nuremberg rallies) proved the most popular choices in Section C. Here many candidates tended to give detailed accounts of events, with little or no effort to respond to the particular focus of the questions as set. As a result, candidates' OE marks suffered (see Marking Scheme, p. 6).

LME Topic 4: Division and realignment in Europe, 1945-1992

Topic 4 was also a popular choice among candidates. They had problems with A4, the causes of the oil crisis of 1973. Of the short paragraphs, only B2 (the welfare state) went unattempted. Question C1 (Hungarian uprising) was the most popular in its section. In answering C1 and C3 (Vatican Council), many candidates tended to give detailed accounts of events, with little or no effort to respond to the particular focus of the questions as set. As a result, candidates' OE marks suffered (see Marking Scheme, p. 6).

LME Topic 5: European retreat from empire and the aftermath, 1945-1990

Topic 5 was very rarely answered and, in many cases, candidates only answered the stimulus-based questions from Section A.

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

Topic 6 attracted one in five of the candidates and was notably well answered.

B4 (Moon landing), a Case Study, was very popular and very well answered. B2

(Betty Friedan) and B3 (Youth culture) were also popular and well answered.

C1 (Montgomery bus boycott) and C3 (Marilyn Monroe/Muhammad Ali) were the most popular, and best answered, questions in their section. Examiners reported no attempts to question C4 (Billy Graham).

1.4. CONCLUSIONS

- Examiners reported that the examination papers were fair and appropriate to Ordinary Level
- Examiners reported that candidates coped very well with the demands of the examination and praised their efforts and those of their teachers in this regard
- Examiners made the following points in relation to the Research Study Report:
 - Some subjects are being chosen for research without due regard to the advice given in the *Guidelines for Teachers*
 - Sources are sometimes incompletely or inaccurately cited, especially material from the internet
 - Some candidates failed to identify strengths and/or weaknesses when evaluating their sources
 - Some candidates exceeded the recommended word length for their Extended Essay
 - Some candidates failed to include a review of the research process with their Extended Essay
 - The Extended Essays were often interesting and impressive and the work of candidates and teachers was often complimented
- Examiners made the following points in relation to the Documents-based question:
 - Most candidates coped very well with this question, showing both familiarity with the historical content of the Case Study and with the practice of documents-based study
 - Some candidates were uncertain as to the meaning of “primary source” and “secondary source”

- Examiners made the following points in relation to the Topic questions:
 - Most candidates understood and fulfilled the expectations of examiners in the answering of the Topic questions
 - Some candidates showed over-reliance on their knowledge of the Case Studies as part of an answer-production strategy for Section C
 - Some candidates ignored the date parameters of the question or of the Topic

- Certain Topics proved overwhelmingly popular in the examination:
 - *Early Modern Field of Study*
 Ireland: EMI 1 Europe and the wider world: EME 1 and EME 2

 - *Later Modern Field of Study*
 Ireland: LMI 3 Europe and the wider world: LME 3 and LME 2/4/6

1.5. RECOMMENDATIONS TO TEACHERS AND CANDIDATES

- Choose subjects for research with care. Consult the *Guidelines for Teachers*, page 14
- Candidates should be advised not to exceed the recommended word length for their RSR essay and to include a review of the research process
- While Case Studies are indeed key features of the syllabus, they should not become the exclusive basis for a candidate's answering of Section C
- Candidates and teachers should adopt strategies to avoid the various shortcomings alluded to in the Conclusions
- Continue the good work which was evident among the Ordinary Level candidature of 2006 and which was the subject of praise from many examiners

LEAVING CERTIFICATE HISTORY

2. HIGHER LEVEL, 2006

2.1 INTRODUCTION

The revised syllabus for Leaving Certificate History was introduced into schools in 2004. It was examined for the first time in 2006. This report will treat of candidate performance at the Higher Level in the first year of the new examination.

It should be read in conjunction with the examination paper, the Marking Scheme 2006, and the Marking Indicators. These are available to download from the website of the State Examinations Commission at: www.examinations.ie

Examination candidates were asked to opt for one of two Fields of Study prescribed in the syllabus: Early Modern, 1492-1815 or Later Modern, 1815-1993. The format of the examination is the same for both Fields of Study. It consists of two components: the Research Study Report (RSR) and the terminal written examination paper.

The RSR, with an allocation of 100 marks (20%), was submitted by candidates to the examining authority on or before April 28, 2006. The written examination, with an allocation of 400 marks (80%) was held nationally on June 14, 2006. A total of 2 hours and 50 minutes was allowed for the written examination.

Component 1: The Research Study Report (100 marks)

The RSR is divided into three sections:

Outline Plan; Evaluation of the Sources; Extended Essay.

Outline Plan (15 marks)

Candidates are expected to define and justify their proposed subject of study, to identify their aims and intended approach, and to cite accurately three sources used in their research.

Evaluation of the Sources (25 marks)

Candidates are expected to comment on the strengths and/or weaknesses of the sources and indicate their relevance to the chosen subject.

Extended Essay (60 marks)

Candidates are expected to relate the results of the research in the form of a historical essay **and** review how the research process fulfilled the Outline Plan. The Essay, with 1200-1500 words as a recommended range of length, carries an allocation of 50 marks. A maximum of 10 marks is awarded for the review of the process.

Component 2: The Written Examination Paper (400 marks)

The written examination paper comprises three sections:

Section 1 (100 marks)

Documents-based questions on a Topic prescribed by the State Examinations Commission. Four questions are set on selected documents relating to one of the three Case Studies in the prescribed Topic. No choice is offered.

The questions are designed to test historical skills as follows:

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

Section 2 (100 marks)

A choice of four questions is offered on each of the five remaining Topics from Irish history. Candidates are asked to answer one question on one Topic only.

Each Topic in the syllabus is presented via three perspectives:

- Politics and administration
- Society and economy
- Culture, religion and science

The *Guidelines for Teachers* (p. 61) specify that, in the case of each Topic, at least two of the three perspectives will be examined each year.

Detailed advice about examiners' expectations of candidates, using examples of questions from the official sample paper, appears in the Marking Indicators (see www.examinations.ie)

Section 3 (200 marks)

A choice of four questions is offered on each of the six Topics from the history of Europe and the wider world. Candidates are asked to answer one question on each of two of the six Topics.

The questions on each Topic are presented in the same format as those described above for Section 2.

2.2. PERFORMANCE OF CANDIDATES

A total of 6,997 candidates sat the examination at Higher Level in 2006. Of those, 6,961 (99.5%) chose the Later Modern Field of Study and 36 (0.5%) chose the Early Modern Field of Study.

The following table shows the breakdown of grades achieved by candidates at Higher Level in the years 2003, 2004, 2005 and 2006:

Year	Total	A	B	C	ABC	D	E	F	NG	EFNG
2003	7330	14.4	29.1	29.2	72.7	19.3	5.2	2.1	0.8	8.1
2004	6676	13.5	28.6	30.3	72.4	20.1	4.9	1.9	0.7	7.6
2005	6377	12.8	25.4	30.6	68.7	22.8	5.9	2.1	0.5	8.5
2006	6997	12.1	30.0	32.6	74.7	20.2	4.3	0.7	0.1	5.1

Because of the changed nature of the syllabus and the examination, the grade breakdown for 2006 cannot readily be compared with that of previous years. However, compared to the mean for 2003-2005, the A rate was slightly lower in 2006 but the B and C rates were higher, resulting in an increase in the combined ABC rate. The D rate remained static, while the combined EFNG rate significantly decreased.

2.3. ANALYSIS OF CANDIDATE PERFORMANCE

Fields of Study

Because a very small percentage of candidates opted for the Early Modern Field of Study, it is not possible to engage in any meaningful statistical analysis of candidate performance in that Field or in any meaningful statistical comparison with candidate performance in the Later Modern Field of Study. The data for the Early Modern candidature has been included with those of the Later Modern candidature in the overall figures for Higher Level. Commentary by the examiner who marked Early Modern papers is incorporated in the main body of the report.

Research Study Report (100 marks)

Selection of subject for RSR

There was an impressive variety of RSRs among Early Modern candidates. Most sited their research in that same Field, though there were some from the Later Modern Field. The examiner noted evidence of diligence and thoroughness in the research and praised the candidates for their approach.

Among Later Modern candidates, examiners considered that the choice of subjects was wide and included many genuinely interesting topics. Some candidates, however, continued to rely on “old favourites” and too heavily and/or uncritically on internet sources.

The Outline Plan

Some candidates lost marks in the outline plan by not adhering to the guidelines at the back of the RSR booklet. Most “defined and justified” their area of study well, but a considerable number failed to adequately “outline the aims” of their study or their “intended approach”.

Evaluation of the Sources

Examiners considered that the vast majority of candidates evaluated their sources in a clear and confident manner.

The Extended Essay

In the vast majority of cases the extended essay was well written and many candidates scored full marks. Unfortunately, it was not unusual for essays to far exceed the recommended range of length, 1,200-1,500 words, as set out in the SEC Circular S60/05 and in the “Guidelines for Candidates” on the RSR booklet.

A considerable number of candidates failed to include the required review of the research process with their essay. Whole centres failed to include any review. Where reviews were presented, many were of a general nature and not specific to the research study presented. Some were trite and apparently unconnected with the research described or essay presented. Many of these reviews merely repeated material used in the Outline Plan.

Despite these reservations, examiners generally expressed positive views on the RSR. With an average mark of almost 90%, it has helped many candidates towards an enhanced grade. Examiners consider that it has contributed in no small measure to the reduced combined EFNG rate and the increased combined ABC rate. They are also of the opinion that the research experience must have led to greater engagement in and enjoyment of the study of history.

Section 1: Documents-based Assessment (100 marks)

The Documents-based question in the Early Modern Field of Study was based on the Case Study, *Elizabethan Dublin* from Topic 2 in Irish history, *Rebellion and conquest in Elizabethan Ireland, 1558-1603*. In the Later Modern Field of Study, it was based on the Case Study, *The elections of 1885 and 1886: issues and outcomes* from Topic 2 in Irish history, *Movements for political and social reform, 1870-1914*.

In the Early Modern Field of Study, the examiner commented that the documents presented few difficulties to candidates, with most candidates answering this section very well. She considered that their competence in document-handling enhanced their overall score in the examination.

In the Later Modern Field of Study, candidates also answered the Documents-based question very well, achieving a very good average score in the range of grade B3. It was clear that most candidates were both familiar with the historical content of the particular Case Study and with the practice of documents-based study.

Question 1 (comprehension) was well answered by all candidates, but question 2 (comparison) and question 3 (criticism) were less well answered. Document B, the cartoon, seems to have confounded many candidates into thinking that Gladstone wanted to break the Liberal Party.

Examiners agreed that the main issue with the Documents-based question was time-management. Many candidates overwrote on the first three questions and frequently resorted to repeating the same points. This may partly account for the great variation in the quality of the answering of question 4 (contextualisation): candidates who had managed their time better wrote mini-essays in answer to this while others had very little to say. Some candidates could make no attempt at this question. Even those who wrote extensively tended to treat of Parnell's career in general rather than focussing on his strengths and weaknesses as a leader, as the question had asked.

That issue aside, examiners considered that this question is an attractive and accessible introduction to the written paper, with most candidates gaining full marks

in the comprehension section. As with the RSR, examiners considered that good performances in the Documents-based question – and, in particular, good performances in both the RSR and the Documents-based question – boosted candidates' overall scores.

Section 2: Topics from Irish history (100 marks)

In the Early Modern Field of Study, Topic 1, *Reform and Reformation in Tudor Ireland, 1494-1558* proved to be by far the most popular choice from the remaining five Irish Topics. All candidates bar one answered Topic 1, the exception being Topic 6, *The end of the Irish kingdom and the establishment of the Union, 1770-1815*.

EMI Topic 1: Reform and Reformation in Tudor Ireland, 1494-1558

Most candidates in Topic 1 chose either question 1 (Poynings) or question 2 (Women in Gaelic law), with question 3 (Edward VI and Mary I) less popular and question 4 (Bards) rarely attempted. Answers to question 1 were typically of higher quality than those to question 2. Many candidates had only vague and general ideas about the status of women in Gaelic Ireland, although some good answers were encountered.

In the Later Modern Field of Study, Topic 3 proved to be by far the most popular of the remaining Irish Topics, with up to 90% opting for it. Outside of this Topic, the take-up rate was extremely low and this was often reflected in the achievement scores. It was unusual to encounter whole examination centres attempting other than Topic 3. Many of the answers from outside Topic 3 seemed to have been the work of ill-prepared individual candidates whose grasp of historical events or issues was often little better than tenuous.

LMI Topic 1: Ireland and the Union, 1815-1870

Topic 1 attracted just over 1% of the total candidature and answers earned an average mark of 30%. Question 2 (The Famine) and question 4 (Railways and/or Belfast) were the popular choices, but answers to question 4 scored poorly.

LMI Topic 3: The pursuit of sovereignty and the impact of partition, 1912-1949

Topic 3, the overwhelming favourite among the Irish topics, showed a similar take-up rate of some 26% for three questions: question 1 (Partition), question 2 (Cosgrave) and question 3 (World War II). The average score in each case was over 60%.

Question 1 was the most popular, but examiners noted that candidates found it difficult to focus on the “partition of Ireland”, instead concentrating on the struggle for independence from Britain. Many candidates included the Treaty negotiations and debates in their answer, even though they lay outside the time-frame of the question.

The general narrative nature of Question 2 was considered by some examiners to have contributed to its being the top-scoring question in the Topic. Question 3 was reasonably well answered though many candidates tended to write about the political and diplomatic aspects of the war, which was not what the question was asking.

Question 4 (Cultural identity) was the least popular choice and that with the lowest average score (45%). The low mark reflects the large number of candidates who wrote exclusively about the Eucharistic Congress and those who wrote about the foundation and the early years of the Gaelic League before 1920.

LMI Topic 4: The Irish Diaspora, 1840-1866

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

Topics 4 and 5 were rarely attempted and, when they were, the answers were generally disappointing. Examiners surmised that many ill-prepared individual candidates resorted to these Topics, attracted by familiar trigger words relating to the Irish Diaspora and Northern Ireland. Both Topics between them attracted less than 3% of the candidature and answers scored averages of around 30%.

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

Topic 6 also found very few takers, but those candidates who chose it proved to be well able for the challenge. With an average mark of almost 70%, this was the top-scoring Irish Topic. Question 2 (Lemass) was by far the most popular option, with answers drawing heavily on his domestic policies.

Section 3: Topics from the history of Europe and the wider world (200 marks)

Candidates were asked to answer on two of the six Topics from the history of Europe and the wider world. In the Early Modern Field of Study, the vast majority of candidates answered both Topic 1, *From Renaissance to Reformation, 1492-1567* and Topic 2, *Religion and power: politics in the later 16th century, 1567-1609*, the only exception choosing Topic 1 and Topic 5, *Establishing Empires, 1715-1775*.

EME Topic 1: From Renaissance to Reformation, 1492-1567

In Topic 1 the most frequently answered option was question 4 (Luther) and the answers were almost all very good. The answers to question 2 (Printing) were often limited. Question 1 (Effects of New World on Europe), although sometimes well answered, often elicited an account of Columbus's voyage with little attempt to address the set question. Very few candidates attempted question 3 (Machiavelli and/or Breughel).

EME Topic 2: Religion and power: politics in the later 16th century, 1567-1609

In Topic 2 of the Early Modern Field of Study, three questions proved popular, question 1 (Revolt of the Netherlands), question 3 (Council of Trent and Jesuits) and question 4 (Great Price Rise). Questions 1 and 3 were typically very well answered, while most attempts at question 4 were well done. Very few candidates attempted question 2 (French Wars of Religion).

Choices made by candidates in the Later Modern Field of Study ranged more widely across the six available Topics. Topic 3 proved to be the overwhelming favourite here, with up to 95% taking it as one of their two options. Topics 2 and 4 each attracted up to 40% of candidates, while Topic 6 was the choice of just over 20%. The remaining Topics – 1 and 5 – were very rarely attempted.

LME Topic 2: Nation states and international tensions, 1871-1920

Topic 2 was popular, with a 40 percent uptake by candidates and an average mark of 58%. Question 1 (Colonialism) proved challenging, with the best answers coming from candidates who selected areas of imperial conflict and then gave the reasons why the conflicting powers were interested in those areas.

Question 2 (Kulturkampf and Wilhelm II) was the most popular in Topic 2, with most candidates coping ably with its demands for a comparative historical argument.

In question 3 (Russia), despite the fact that many candidates confined their answering to the issue of anti-Semitism, this proved the top-scoring question here with an average mark of 62%.

Question 4 (Literature of World War I) was rarely answered and, although there were some very good answers, it produced an average score of 33%.

LME Topic 3: Dictatorship and democracy in Europe, 1920-1945

Almost all candidates opted for Topic 3, with question 1 (Fascism) and question 2 (Stalin) proving most popular. Examiners' sampling indicates that, after the RSR and the Documents-based question, these two questions were the most popular on the examination paper. The examiners reported good answering to both questions.

Most candidates dealing with question 1 referred to both Italy and Germany and tended to stick to the point, focussing on the conditions, which helped the dictators rise to power, and then helped to keep them in power. Question 2 was also very well answered, though there was a tendency to concentrate too much on the impact of the Purges at the expense of other aspects of Soviet society and economy.

Question 3 (Inter-war Britain) was less well answered. Average candidates relied too much on their knowledge of the Jarrow march and did not more fully develop the picture of how the government dealt with the social and economic problems of the period. Several candidates also wrote on social and economic issues of the war years, clearly not understanding the meaning of "*inter-war*".

Question 4 (Technology of warfare) was the least popular option and, despite confusion among some candidates with the developments during World War I, it produced an average score of 56%.

LME Topic 4: Division and realignment in Europe, 1945-1992

Topic 4, although a popular choice, was not always very well answered. Many answers to question 1 (Sovietisation) were straightforward accounts of the Cold War and only answered the set question tangentially.

Question 2 (EEC) elicited narrative accounts of the steps leading up to the foundation of the EEC rather than the reasons for its establishment. Very few candidates handled the second part of the question with confidence.

Question 3 (Oil Crisis) was popular, but many candidates offered limited accounts of the 1973 crisis, without fully addressing the issue of its “enduring impact”.

Question 4 (Solzhenitsyn and/or de Beauvoir) was not a popular option and, although there were some very good answers, it produced an average score of 33%.

LME Topic 5: European retreat from empire and the aftermath, 1945-1990

LME Topic 1: Nationalism and state formation in Europe, 1815-1871

Topic 5, as with Topic 1, was so rarely attempted as to suggest that no teacher had actually taught this material in the classroom. The Topics attracted less than 0.4% of candidature between them and produced an average mark in the region of 20%.

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

One in five candidates chose Topic 6. Examiners reported very good answering overall and this is reflected in the high average score for the Topic of 66%.

Question 1 (US society) was popular and well answered, albeit with a heavy concentration on racial conflict and the Montgomery Bus Boycott. Answers to question 2 (Korea and Vietnam) were centred mostly on Vietnam, but most candidates were also able to write enough about Korea to enable them to answer the question.

Question 3 (Reagan) was rarely chosen, but the small number who answered it did very well. Question 4 (McCarthyism/Moon landing/IT), despite an open choice of elements, including a Case Study, resulted in the lowest average mark – 54% - in the Topic.

2.4. CONCLUSIONS

- Examiners reported that the examination papers were fair and appropriate to Higher Level
- Examiners reported that candidates coped very well with the demands of the examination and praised their efforts and those of their teachers in this regard
- Examiners made the following points in relation to the Research Study Report:
 - Some candidates inadequately outlined their aims and intended approach in the Outline Plan
 - Most candidates cited their research sources fully and accurately, and evaluated their sources in a clear and confident manner
 - Some candidates exceeded the recommended word length for their Extended Essay
 - Some candidates failed to include a review of the research process with their Extended Essay
 - The Extended Essays were often interesting and impressive and the work of candidates and teachers was often complimented
- Examiners made the following points in relation to the Documents-based question:
 - Most candidates coped very well with this question, showing both familiarity with the historical content of the Case Study and with the practice of documents-based study
 - Time-management proved to be a major issue, with many candidates not attempting or inadequately answering question 4
- Examiners made the following points in relation to the Topic questions:
 - Most candidates understood and fulfilled the expectations of examiners in the answering of the Topic questions
 - Some candidates showed over-reliance on their knowledge of the Case Studies in answering questions which were partly related to a Case Study

- Some candidates ignored the date parameters of the question or of the Topic
 - Some candidates offered historical content which was irrelevant to the set question
 - Questions which examined the perspective, *Culture, Religion and Science* proved to be the least popular and earned a low average mark
- Certain Topics proved overwhelmingly popular in the examination:
 - *Early Modern Field of Study*
 - Ireland: EMI 1 Europe and the wider world: EME 1 and EME 2
 - *Later Modern Field of Study*
 - Ireland: LMI 3 Europe and the wider world: LME 3 and LME 2/4/6

2.5. RECOMMENDATIONS TO TEACHERS AND CANDIDATES

- Candidates should be advised not to exceed the recommended word length for their RSR essay and to include a review of the research process
- Candidates should adopt time-management strategies to ensure full coverage of the Documents-based question in the examination
- Candidates should read each question carefully and answer it as it is set
- Candidates should take care not to over-rely on their knowledge of the Case Studies as part of their examination preparation
- Candidates should learn to be aware from what perspective(s) a question is asked and what narrative and/or analytical demands the question is making
- Candidates should be prepared to engage in historical argument as part of their engagement with examination questions
- Candidates' examination options will be optimised if they are exposed to history from the perspective of *Culture, religion and science*
- Candidates and teachers should adopt strategies to avoid the various shortcomings alluded to in the Conclusions
- Continue the good work which was evident among the Higher Level candidature of 2006 and which was the subject of praise from many examiners

3. EXEMPLARS OF STANDARD

3.1. ORDINARY LEVEL

The exemplar material below represents the answering of one candidate to all three parts, Sections A, B and C of LME Topic 3 – Dictatorship **and Democracy**. Please note that material originally handwritten can appear much shorter when presented in word-processed form.

A brief commentary on the item appears after each section.

LME Topic 3

Dictatorship and democracy in Europe, 1920-1945

Sections A, B and C

Section A

Question A1:

Name each of the two leaders shown in the cartoon.

Answer: *Stalin and Hitler.* ✓ 6

Question A2:

The cartoon shows the two leaders marching together. Why do you think that they are shown bound together at the foot?

Answer: *I think there bound together because it symbolizes that the two are going “to walk on the one foot”. Come together to help each other out (the Pact).* ✓ 2

Question A3:

Why do you think each leader has a hand on his gun?

Answer: *I think because in the Pact Stalin and Hitler agreed not to fight each other as they had not the military strength. However I think that maybe it symbolizes that if forced each side would break the pact if had too, and fight the other person.* ✓ 6

Question A4:

The Nazi-Soviet Non-Aggression Pact was broken in June 1941. How was the pact broken?

Answer: It was broken because Hitler's military was now able to fight, so he needed no more protection. Also Hitler wanted to invade Poland the same as Stalin did. X 0

Question A5:

Give one major reason why Nazi Germany was defeated in World War II.

Answer: Due to lots of fighting, lack of equipment and the harsh weather conditions, Nazi army became exhausted and tired. ✓ 6

Candidate scored 20 marks out of 30 in Section A.

Comment:

- A1 is correct for 6 marks
- A2 is awarded 2 marks out of a possible 6. Answer is too vague.
- A3 is correct for 6 marks. It conveys the meaning that the two sides did not trust each other.
- A4 is incorrect and earns 0 marks. The answer seems to refer to September 1939, not June 1941, as asked in the question.
- A5 is awarded 6 marks. Although it does not identify one “major” reason for Germany’s loss, it does – albeit vaguely – offer three possible contributory factors to that loss.

Section B

Question 3

Anti-Semitism and the Holocaust

Hitler when he reached power became obsessed with the Aryan race. He believed all Germans should have the Aryan blood of – being tall, slim, blonde hair, blue eyes. Anyone different he hated. ✓

This developed the Anti-Semitism. Hitler hated the Jews. He blamed them for Germany's problems ie Treaty of Versailles, Great depression. ✓ Hitler treated them very badly. He introduced the Nuremberg Laws which prevented sexual contact between the Germans and Jews. ✓

On the Night of the Broken Glass he ordered the destruction of the Jews property. Their houses were broken into and burned. ✓

Hitler soon came to a terrible decision. The Holocaust. He ordered all to be killed. The SA Troops rounded up all Jews. Many were taken to concentration camps. ✓ The weak, the old and children were picked out and gassed. Others slaved in the camps. When their bodies became weak they were gassed and their bodies burned. ✓

Hitler's Anti-Semitism got the better of him. His decision to kill (holocaust) will be remembered as the worst event in history. ✓ 2

CM: 20 marks

OE: 10 marks

Total: 30 marks

Candidate scored 30 marks out of 30 in Section B.

Comment:

- Six core statements were awarded 5 marks each and one incomplete core statement at the end was awarded 2 marks. $6 \times 5 = 30 + 2 = 32$ marks.
Maximum CM allowed is 20 marks.
- Candidate was awarded the maximum OE of 10 marks. The answer was correct and comprehensive and it engaged fully with both elements in the set heading.

Section C

Question 4.

How did the Nuremberg Rallies help bring support to the Nazi regime in Germany?

The first rally in 1935 in the Zeppelin field attracted huge crowds to come and see the marchers and display which gain many support. 1934 rally, Hitler used religious symbols. He portrayed himself as the new god. Support for the regime increased. ✓

The making of Leni Riefenstahl's film 'Triumph of the Will' recorded the events of 1934. It won huge support for Hitler using propaganda means. In the opening scene, Hitler arrives through clouded skies like the saviour coming to save his people. ✓ His hand catching the sun, bringing light and power to the people.

The German people loved Hitler and his images of God, the Saviour. Support massively increased. Leni's film ends in the German workers coming together to work for the fatherland. ✓ Hitler ends demanding more praise for his regime and his self. 1934 definitely created support for Nazi regime.

1935 Nuremberg Rally introduced the Nuremberg laws. 1936 became known as the Reich rally party of freedom. Hitler introduced his 4 year plan for self sufficiency. ✓ The crowd loved it and support for regime continued.

1937-38 is where massive support for the Nazi regime formed. Hitler placed demands for an empire only containing Aryan blood. ✓ And his plans for the racial revolution. Hitler appeared red faced, blazing eyes. The crowd loved it and support for the regime continued.

The propaganda element, Triumph of the Will, and Hitler's determination, manipulation in the Nuremberg Rallies most definitely helped bring support to the Nazi regime in Germany. ✓ 3

CM: 28 marks

OE: 8 marks

Total: 36 marks

Candidate scored 36 marks out of 40 in Section C

Comment:

- Five core statements were awarded 5 marks each and one incomplete (and repetitive) core statement at the end was awarded 3 marks. $5 \times 5 = 25 + 3 = 28$ marks from a maximum of 30 marks. The candidate has almost succeeded in presenting six complete core statements.
- Candidate was awarded 8 marks from a maximum of 10 marks for OE. Despite weaknesses in spelling, syntax and punctuation, the candidate – in historical terms – responded very well. The answer was correct, comprehensive and tried at all times to engage with the set question.
- There is evidence that the candidate has followed advice relating to examination answering. The answer is presented as a set of 4-5 line units, ostensibly core statements. On several occasions the candidate re-states the key phrase from the question, helping to keep himself/herself and the examiner focused on the question.

Total score for this candidate in LME Topic 2 was:

Section A: 20 marks

Section B: 30 marks

Section C: 36 marks

TOTAL: 86 marks out of 100

3.2. HIGHER LEVEL

The exemplar material below is reproduced as it was written by the candidates in the examination. Please note that material originally handwritten can appear much shorter when presented in word-processed form.

These are two examples of answers to question 2 from LME Topic 2, **Nation states and international tensions, 1871-1920**. A brief commentary follows each answer.

LME Topic 2

Nation states and international tensions, 1871-1920

Question 2

Which damaged Germany more: Bismarck's relations with the Catholic Church or the naval policy of Wilhelm II? Argue your case, referring to both.

(Bismarck's Kulturkampf was a political and social struggle in which Bismarck tried to force the Catholic Church out of Germany as he feared that Pius IX's doctrine of papal infallibility would lead to Germans putting their religion ahead of their nation. At the center of the Kulturkampf was marshal Falk's May Laws (1874) which forced the Catholic Church out of education and ensured priests had to pass state tests as well as church ones. State marriage also became a necessity, with church wedding happening in addition to them, rather than instead of. Bismarck intended to unify the country behind him against a common enemy and to reduce the power of the Catholic Centre party who had gained 57 seats in the previous elections. This failed however as he ended up 'dividing' his people and in the next election the catholic Centre party got 45 more seats, a total of 92 all together. In the end Bismarck was forced to give up his persecution of the Catholic Centre part as he needed their help to defeat the socialists.) 9

(The Kulturkampf ended in defeat for Germany in 1879. A new conciliatory Pope, Leo XIII was elected and peace was made. Bishops returned to their dioceses, the May Laws were repealed and Falk was blamed and sacked.) 4

*(Wilhelm II's naval policy was, in my opinion, far more hazardous to Germany. Wilhelm II was influenced by Admiral Tieditz who advocated a strong naval policy. This fit well with Wilhelm's policy of *weltpolitik* as he wanted Germany to be the strongest nation in the world.) 4*

(Wilhelm II's policy however, alarmed the British, who had the best European Navy at the time. Wilhelm II threw vast amounts of money into upgrading the navy and this led to the arms race between Germany and England. Dreadnoughts were designed and manufactured by both sides and it became the number of Dreadnoughts' that determined naval strength, forcing Britain to abolish its 'two nation theory' in naval power.

The arms race was eventually forced to an end as Germany could no longer afford to pay Krupp's and other companies to produce armaments.) 6

*(In conclusion I believe that Wilhelm II's naval policy did more damage than Bismarck's *Kulturkampf* to Germany. Bismarck's *Kulturkampf* led to social unrest and divided the people, however this divide was soon healed and the civil unrest didn't last. Wilhelm II's naval policy on the other hand nearly bankrupted the country, seriously damaged its economy and was one of the contributing factors to the start of World War One.*

In my opinion that is much worse.) 6

CM: 9+4+4+6+6 = 29 ex 60

OE: 26 ex 40

Total: 55 ex 100 C3

Commentary

- Candidate treated both elements in the question, scoring 13 marks CM on Kulturkampf, 10 marks CM on Wilhelm II and 6 marks CM for conclusion.
- Candidate was awarded 26 ex 40 for OE. This mark is at the top end of the Good category (22-27), “Good standard treatment of the set question, without being exceptional in the information or the commentary supplied”.
- Candidate showed a good grasp of historical content relating to both elements and engaged in sufficient analysis to draw and support a conclusion. Overall, it was good without being very good.

LME Topic 2

Nation states and international tensions, 1871-1920

Question 2

Which damaged Germany more: Bismarck’s relations with the Catholic Church or the naval policy of Wilhelm II? Argue your case, referring to both.

(I think that Wilhelm’s naval policy damaged Germany far more than Bismarck’s relations with the Catholic Church, as it had a long-lasting and negative impact on international relations with other European powers. Bismarck’s policy of Kulturkampf, though very bitter, was short-lived and worked out peacefully in the end. Wilhelm’s naval policy, on the other hand, was one of the major factors that led to the rapid deterioration of Anglo-German relations, to the point where the two countries faced each other across the battlefield in World War One.) 5

(Pope Pius IX issued the Doctrine of Papal Infallibility in 1872, where he declared that the Pope spoke with final and divine right from God. This bothered Bismarck as he worried that the Pope was claiming that the German people should listen to him over their country’s leaders. As 3 million Catholics lived in southern Germany, as well as 150,000 Catholic Danes, Bismarck worried that they might seek independence

from the Empire. Also, at this time Bismarck was coming closer to an alliance with the National Liberals, who favoured the separation of Church and State. It was therefore for political and not religious reasons that Bismarck started the Kulturkampf, which was to divide and change Germany.) 8

(In 1872, Bismarck cut off all diplomatic relations with the Vatican and expelled all Jesuits from the country. He then appointed Adalbert Falk as the Prussian Minister for Religious and Ecclesiastical Affairs. Falk was responsible for a series of May Laws which sought to restrict the civil and religious liberties of Catholics living in Germany. These were first introduced in May 1875 and they stated that only priests who had qualified from a German university would be recognized by the State. Civil marriage was made compulsory and the Pulpit Law forbade priests from speaking about political matters from the altar. These laws were strictly enforced and led to almost half of the German priests being expelled from the country, while one-third of parishes were left without priests.) 10

(Bismarck's policy of Kulturkampf damaged his reputation as the Catholic Centre Party was formed to fight for the rights of Catholics. In 1876, 100 Protestant families took out a newspaper advert denouncing the Kulturkampf. As a result of this opposition, Bismarck dropped the policy in 1878 and got rid of Falk. This was because his alliance with the National Liberals was in trouble and he sought the Catholic Center Party's support in introducing protective tariffs. He was also moving closer to signing the Dual Alliance with Austria-Hungary and didn't want to have any conflict with this Catholic country. The Kulturkampf ended suddenly in 1878 with no long-lasting damage. In 1884, Bismarck asked the Church to intervene in a German-Spanish dispute over the Caroline Islands, showing that Germany wasn't too damaged by the Kulturkampf.) 10

(On the other hand, Wilhelm's naval policy was a disaster for Germany. Anglo-German relations had deteriorated since Wilhelm II came to power, despite the fact that he was a grandson of Queen Victoria's. Incidences such as the Kruger Telegram and the Daily Telegraph interview where the German leader had called the English "mad as March hares" did nothing to foster friendship between the two countries. Colonial rivalry developed, with the German colonisation of Kiaochow in the Pacific

threatening British interests in the area, and the building of the Berlin-Baghdad railway.) 7

(However, it was the naval policy that really damaged Germany. In 1897, Admiral Von Tirpitz proposed his 'risk theory' to Wilhelm which said that Germany's navy need not be as big as Britain's, but it should be strong enough to inflict serious damage, thereby discouraging an enemy attack. Wilhelm II agreed and remarked "I must get for myself a fleet".) 5

(A series of naval laws were passed at regular intervals in 1898, 1902, 1904, 1908, 1912. 'Iron budgets' were passed which raised indirect taxes to pay for increased naval expenditure. Britain became quite alarmed by this and attempted to come to a naval agreement at conferences in the Hague in 1907. Von Tirpitz would not compromise however, forcing Britain to develop its 'two-power principle'. This was where the British navy would equal the navies of the two next great naval powers.) 7

(In 1904, Admiral John Fisher designed the world's first big 'all-gun battleship' called the dreadnought. Germany followed suit and began producing dreadnoughts in 1907. By the outbreak of war, Britain's naval expenditure had risen from £9.8m to £47.4m in 1914. Britain had 29 dreadnoughts in comparison to Germany's 17 in 1914.) 5

(The naval race had a disastrous effect on Germany as it forced Britain to reconsider its position of 'splendid isolation'. It began to sign a series of alliances, beginning with the Anglo-Japanese alliance in 1902. The Anglo-French entente (Entente Cordiale) followed in 1904, with the Anglo-Russian alliance in 1907 promising to come to the other's aid in the event of an attack. This meant that by 1907, the Triple Entente side of WWI was in place, as was the Triple Alliance of Italy, Germany and Austria-Hungary.) 6

(This naval rivalry between England and Germany was a major contributory factor to the outbreak of World War One in 1914. It forced Britain to abandon its policy of splendid isolation and enter into a series of alliances. Although the Kulturkampf

divided German society while it lasted, it didn't lead to violent confrontation and war in Europe as the naval policy of Wilhelm II did.) 4

CM: $5+8+10+10+7+5+7+5+6+4 = 67$ (max CM allowed = 60 ex 60)

OE: 40 ex 40

Total: 100 ex 100 A1

Commentary

- Candidate treated both elements in the question, scoring 28 marks CM on Kulturkampf, 30 marks CM on Wilhelm II and 9 marks CM for introduction and conclusion. Candidate was awarded the maximum CM of 60 marks. The answer was long – 4½ handwritten pages – and treated both elements of the question in remarkable detail.
- Candidate was awarded the maximum OE of 40 marks. This mark is at the top end of the Excellent category (34-40), “Excellent in its treatment of the set question, particularly if it shows detailed learning, wide reading, analysis or extensive coverage.”
- Although no one paragraph was awarded an excellent mark (11-12 marks), the candidate’s paragraphs were mostly good or very good. Overall, the answer showed an excellent grasp of the historical content relating to both elements. The candidate, in answering the set question, engaged in a sustained and substantiated analysis of the relevant issues. While it is accepted that the answer is not, in absolute terms, perfect, it does represent an excellent response from a Leaving Certificate candidate under examination conditions and attains the standard where examiners can justify a maximum OE of 40 marks.