Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE HISTORY

MARKING INDICATORS

January 2006

IMPORTANT – PLEASE NOTE

Each marking scheme for the State Examinations is designed specifically to ensure uniform and just marking of an individual examination in a given year. It is the product of an exhaustive process of deliberation by the Chief Examiner, the entire Advising Examiner team and the experience of marking a random sample of scripts by all Examiners. Up to that time, full knowledge of how candidates have responded to the paper is not available. Accordingly, up to the date of its publication by the State Examinations Commission, it is a draft marking scheme only.

Each marking scheme is developed for a specific paper in a given year. It follows that marking schemes will vary from year to year in such aspects as:

(i)   subdivision of marks;

(ii)   criteria for award of marks.

The following marking indicators were developed in relation to the sample papers, without the benefit of the process outlined above. While their aim is to provide an indication to teachers of how these particular questions might be marked, it is emphasised that the final marking scheme in 2006 or in any subsequent year may differ from these.

HIGHER LEVEL EXAMINATION

The Leaving Certificate History Higher Level examination consists of two elements:

The Research Study Report (100 marks)
The written examination (400 marks)

The written examination paper comprises three sections:

- **Section 1 (100 marks)**

Documents–based question (Ireland: Topic 2)
Answer **all** parts of this section.

- **Section 2 (100 marks)**

Ireland: Topics 1, 3, 4, 5, 6.
Answer **one** question from **one** topic.

- **Section 3 (200 marks)**

Europe and the wider world: Topics 1, 2, 3, 4, 5, 6.
Answer **one** question on each of **two** topics.

MARKING INDICATORS FOR THE RESEARCH STUDY REPORT (RSR)

The RSR booklet (see SEC website, www.examinations.ie) is set out as per the headings in the syllabus.

Title (and dates, as appropriate)

It is self-evident that a title (and preferably dates) is useful for the candidate to help organise the research and for the examiner as a yardstick to assess the finished work.

Outline Plan (15 marks)

Several simple and straightforward sub-tasks are asked as per the syllabus.
Citation of 3 sources = Max 6 (2mks x 3)
Other elements   = Max 9
Cite sources accurately. Respond clearly, concisely and coherently to the other elements.

Evaluation of Sources (25 marks)

Respond clearly, concisely and coherently to the heading. Reference should be made to all three sources cited.

Extended Essay, including a review of the research process (60 marks)

10 marks out of the 60 will be reserved for the review of the research process. It may be integral to the essay or it may be included as a separate element.

The marking indicators for the allocation of the remaining 50 marks will reflect the learning outcomes set out in the syllabus (page 10).

Candidates should note that there is a recommended range of length for the Extended Essay. That is 1200 – 1500 words. For those with smallish handwriting, say 10 words per line, that amounts to no more than 4-5 pages.

Please try to keep to this recommended range of length. One of the skills of the historian is selection, deciding what to leave in or leave out. By not exceeding the range of length you are demonstrating this skill and your editorial powers to the examiner, thus enhancing the quality of your work.

MARKING INDICATORS FOR SECTION 1

As stated in the syllabus (page 15), there are four parts in the Documents-based question:

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

In questions 1, 2 and 3, depending on the nature of the question – the number of elements or sub-tasks involved – the marks will be allocated in a manner which fairly rewards the demands made on the candidate. Decisions regarding this will be taken following discussions at the marking conference. The marking scheme for Section 1 will endeavour to reflect the learning outcomes set out in the syllabus (see page 10).

In question 4, marking by paragraph begins.

Cumulative Mark = Max 24 marks   **Overall Evaluation** = Max 16 marks

Cumulative Mark (CM)

These marks are awarded for historical content which is accurate and relevant to the question asked. The examiner will divide the answer into paragraphs or paragraph equivalents.

A paragraph or paragraph equivalent may be one of the following:

(i)   A relevant introduction giving the background situation and/or defining the terms and explaining the approach;
(ii)   An episode, phase or stage in a sequence of events;
(iii)   An aspect of a topic, with supporting factual references;
(iv)   A point in an argument or discussion, with supporting factual references;
(v)   An explanation of a concept or term, with supporting factual references;
(vi)   A number of significant, relevant statements of fact, explanation or comment;
(vii)   A good concluding paragraph or summation, which is not mere repetition.

Having divided the answer into paragraphs or paragraph equivalents, the examiner will award marks to each paragraph or paragraph equivalent as follows:

Excellent: 11-12 marks
Very good: 8-10 marks
Good: 5-7 marks
Fair: 3-4 marks
Inaccurate/inadequate: 2 marks or less

Overall Evaluation (OE)

In awarding OE, the examiner will consider how concisely and correctly the answer deals with the set question, and also how well the candidate uses the opportunity to show his/her command of the case study and its context in the wider scheme of the Topic. The following grading table will apply:

Very good/ excellent: 13-16 marks
Good/ very good: 9-12 marks
Fair: 5-8 marks
Weak: 1-4 marks

The above practice of marking by paragraph continues through Sections 2 and 3. The proportion of CM to OE remains 60/40 throughout the examination paper.

MARKING INDICATORS FOR SECTIONS 2 AND 3

In Sections 2 and 3, candidates are asked to respond to a historical question. Their answers will be marked under two headings:

Cumulative Mark (CM) for historical content which is accurate and relevant to the question as asked.
Maximum CM = 60 marks.

Five excellent paragraphs or paragraph equivalents may merit full CM of 60 marks.
12M x 5 = 60M

Overall Evaluation (OE) for the quality of the response insofar as it analyses the issues involved and answers the question as asked.
Maximum OE = 40 marks.

Marking the Answer

To mark the answer, the examiner will approach the material with an open mind as to the range of valid answers which may be expected of a candidate at this level and with an understanding of the scope of knowledge and historical skills which the syllabus demands. The examiner will divide the answer into paragraphs or paragraph equivalents and award marks to each paragraph or paragraph equivalent as follows:

Cumulative Mark (CM)
(Maximum = 60 marks)

Excellent: 11-12 marks
Very good: 8-10 marks
Good: 5-7 marks
Fair: 3-4 marks
Inaccurate/inadequate: 2 marks or less

Overall Evaluation (OE)
(Maximum = 40 marks)

Excellent: 36-40 marks
Very good: 28-35 marks
Good: 22-27 marks
Fair: 16-21 marks
Some merit, but short of acceptable standard: 10-15 marks
Weak/Very weak: 1-9 marks

To award the OE, the examiner will evaluate the quality of the answer, taking into account the following:

- To what degree has the candidate displayed the skills cited in the syllabus learning outcomes (see page 13)?

- Has the candidate identified – explicitly or implicitly – the correct perspective(s) from which to approach the question?

- Has the candidate referred to appropriate key personalities and/or key concepts and demonstrated their relevance to the set question?

- To what extent has the candidate addressed or engaged with the question as asked?

- To what extent has the candidate shown the ability to analyse the issues involved in the question asked (ie:more than mere narrative)?

- To what extent has the candidate marshalled the relevant evidence to support his/her analysis?

- To what extent has the candidate shown the ability to argue a case and to reach conclusions (ie: to answer the question as asked)?

The degree to which the examiner should consider points such as those above will depend on the nature of the question. While the questions will almost invariably be put in interrogative terms (ie: with a question mark), what is expected by way of answer will vary. Some questions may seem to invite a more narrative, descriptive type of answer, while others seek to elicit – explicitly or implicitly – a more reflective, analytical type of answer.

Where a more narrative or descriptive answer is appropriate, the examiner will put a greater premium on qualities such as accuracy and comprehensiveness in awarding the OE. For answers at the more analytical end of the spectrum, obviously analytical skills and engagement with the issues will be more important in awarding the OE.

COMMENTARY ON SAMPLE QUESTIONS

Firstly, read the question carefully.

Candidates who merely identify the broad theme of the question will be tempted to offer answers that simply tell the story, answers that are narrative or descriptive and never seriously engage with the question as asked.

A more careful reading of the question should reveal the historical issue(s) raised and the candidate should understand that s/he is expected to address those issues, using accurate, relevant historical evidence to do so. Therefore the candidate should first answer the question:

*What does the question ask me to **do**?*

Here are some examples of different styles of question:

The direct question

The candidate is asked quite directly to explain a historical event. It may be phrased in different ways.

LME Topic 1 Q2
Why did attempts to unite Italy after 1852 succeed when earlier attempts had failed?

LME Topic 6 Q2
Why did the US become involved in armed conflict in Vietnam and why did it eventually withdraw from that country?

At first glance, these questions may seem to ask that the candidate should describe a process or tell a story, such as: tell the story of the unification of Italy or write what you know about the Vietnam War.

The theme of the first question is undoubtedly the unification of Italy, but the actual issue to be addressed is *why Italian unity came about <u>when it did</u>.*

A good answer will discuss those factors inside and outside of Italy which were inimical to Italian unity in the years, 1815-1852 and explain how those factors altered and/or new circumstances emerged after 1852 which were conducive to Italian unity.

The second question above may appear to be about the Vietnam War, but it more properly concerns US foreign policy: *Why did the US become involved?* and *Why did the US withdraw?*

To merely tell the story of the Vietnam War would be to miss the point - or rather points - of the question. There were various reasons why the US got involved and various reasons why they had to withdraw. A good answer will discuss some of the reasons why the US chose to behave in a particular way at a particular time. There should be little reference to the fighting of the war, except insofar as the military failure affected US public opinion and policy change.

Questions which ask the candidate to evaluate a trend.

These questions ask the candidate to assess developments over a period of time, explaining why changes did or did not take place.

LMI Topic 6 Q4
How did Anglo-Irish relations develop during the period, 1949 – 1989?

LME Topic 6 Q1
How successful was civil rights agitation in the US during the period, 1945 – 1968?

Both questions identify a theme and ask for critical coverage of the theme over a long period of time. In the first question, the theme is *Anglo-Irish relations* but the question is about the *development* of same. The theme of the second question is the *civil rights agitation*, but the question is *how successful was it?*

In each case there must be coverage of the theme, but it is the question which must be answered.

A good answer will show good coverage of the period in question and an ability to marshall evidence to support the argument being made. To narrate the story of an isolated event or events without offering an assessment of the overall trend would be to miss the point of the question.

In both cases there were many historical events or episodes which are relevant to the question. These should be treated as the raw material with which to answer the question:

How did Anglo-Irish relations develop?
For better? For worse? For England? For Ireland? For Europe? etc.

Another typical wording of this type of question might be:
To what extent had *XXXXX* become *YYYYY* or *ZZZZZZ* by the year *abcd*?

The question which offers as a starting point an isolated factor
(or a person as in the examples below)

LMI Topic 1 Q1
To what extent was the success of the campaign for Catholic Emancipation due to the leadership of Daniel O'Connell?

LME Topic 2 Q3
How important was the contribution of Karl Benz to the invention and early history of the motor car?

The candidate may be asked to compare the importance of different factors or personalities involved in a historical process. The question may highlight one of those factors or personalities, suggesting a starting point for the answer.

The first question above asks the candidate about why the campaign for Catholic Emancipation was successful. There were various reasons, such as – for example - Irish public opinion, British political will and the leadership of O'Connell. To answer the question: *To what extent was the success due to O'Connell's leadership?* requires consideration of the various contributory factors. Without these yardsticks for comparison, how does one measure *to what extent?*

Equally it would be difficult to properly discuss the importance of Benz without reference to some other aspects of the early history of the motor car. How do you discuss his importance unless you can compare him with others or set his contribution in context? Put in another way, the question asks about the invention and early history of the motor car (a case study) with special reference to Karl Benz (a key personality).

The Quotation

Some questions still resemble the traditional quotation + discuss style.

LME2 Topic 2 Q1
Do you consider that caution was the keynote of Bismarck's foreign policy? Explain your answer.

LMI Topic 6 Q4
Divided societies are sometimes culturally productive. How true is this statement of Northern Ireland, 1949 – 1993?

In each case a statement is being made and the candidate is asked if he/she agrees with it. To do this he/she must weigh up the evidence for and against the statement and come to a conclusion. The examiner expects that the candidate's argument will be supported by accurate and relevant historical material.

In the case of the Bismarck question, the candidate should do more than merely catalogue German foreign policy initiatives and manoeuvres. He/she should use his/her knowledge of Bismarck's foreign policy to answer the question: was caution the keynote? Were there any bold initiatives? Any risks taken? If not, why not? etc.

The Northern Ireland question offers a statement whose internal logic is not up for discussion: the candidate is not expected to parse and analyse the statement. The instruction is simple: he/she must apply the statement (if it may be applied) to Northern Ireland.

How true is it of Northern Ireland, 1949 –1993
(a) that it was a divided society?
(b) that it was culturally productive? and
(c) this productivity was evident sometimes? often? always? rarely?

Part (a) may be dealt with quite quickly by way of introduction, leaving ample time for discussion of parts (b) and (c).

The examiner will expect that accurate and relevant historical evidence be used to support the argument.

ORDINARY LEVEL EXAMINATION

The Leaving Certificate History Ordinary Level examination consists of two elements:

The Research Study Report (100 marks)
The written examination (400 marks)

The written examination paper comprises three sections:

- **Section 1 (100 marks)**

Documents–based question (Ireland: Topic 2)
Answer **all** parts of this section.

- **Section 2 (100 marks)**

Ireland: Topics 1, 3, 4, 5, 6.
Answer on **one** topic from this section.

- **Section 3 (200 marks)**

Europe and the wider world: Topics 1, 2, 3, 4, 5, 6.
Answer on **two** topics from this section.

MARKING INDICATORS FOR THE RESEARCH STUDY REPORT (RSR)

The RSR booklet (see SEC website, www.examinations.ie) is set out as per the headings in the syllabus.

Title (and dates, as appropriate)

It is self-evident that a title (and preferably dates) is useful for the candidate to help organise the research and for the examiner as a yardstick to assess the finished work.

Outline Plan (15 marks)

Several simple and straightforward sub-tasks are asked as per the syllabus.
Citation of 2 sources = Max 6 (3mks x 2)
Other elements   = Max 9
Cite sources accurately. Respond clearly, concisely and coherently to the other elements.

Evaluation of Sources (25 marks)

Respond clearly, concisely and coherently to the heading. Reference should be made to both sources cited.

Extended Essay, including a review of the research process (60 marks)

10 marks out of the 60 will be reserved for the review of the research process. It may be integral to the essay or it may be included as a separate element.

The marking indicators for the allocation of the remaining 50 marks will reflect the learning outcomes set out in the syllabus (page 10).

Candidates should note that there is a recommended range of length for the Extended Essay. That is 600 – 800 words. For those with smallish handwriting, say 10 words per line, that amounts to no more than 2-3 pages.

Please try to keep to this recommended range of length. One of the skills of the historian is selection, deciding what to leave in or leave out. By not exceeding the range of length you are demonstrating this skill and your editorial powers to the examiner, thus enhancing the quality of your work.

MARKING INDICATORS FOR SECTION 1

As stated in the syllabus (page 15), there are four parts in the Documents-based question:

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

In questions 1, 2 and 3, depending on the nature of the question – the number of elements or sub-tasks involved – the marks will be allocated in a manner which fairly rewards the demands made on the candidate. Decisions with regard to this will be taken following discussions at the marking conference. The marking scheme for Section 1 will endeavour to reflect the learning outcomes set out in the syllabus (see page 10).

In question 4, marking by the principle of Core Statement begins.

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

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

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

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

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

MARKING INDICATORS FOR SECTIONS 2 AND 3

Candidates are asked to answer on one Topic from Section 2 and two Topics from Section 3.

Each Topic is divided into three parts:

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

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

    A. Typically the marks will be awarded as 6 marks per question, with 6 marks x 5 giving the maximum 30 marks. However, where the examiners consider, for example, that question 1 is relatively easy and question 5 is relatively hard, the scheme will be adjusted accordingly.
    B. This answer will be marked by the principle of Core Statement, as defined above. A maximum Cumulative Mark of 20 will be allowed for Core Statements and a maximum of 10 marks will be allowed for the examiner's Overall Evaluation of the answer. See the sliding scale below.
    C. This answer will be marked by the principle of Core Statement, as defined above. A maximum Cumulative Mark of 30 will be allowed for Core Statements and a maximum of 10 marks will be allowed for the examiner's Overall Evaluation of the answer. See the sliding scale below.

Cumulative Mark (CM)

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

Overall Evaluation (OE)

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

Excellent: 9-10 marks
Very good: 7-8 marks
Good: 5-6 marks
Fair: 3-4 marks
Poor: 0-2 marks

In awarding both CM and OE, the examiner will approach the material with an open mind as to the range of valid answers which may be expected of a candidate at Ordinary Level and with an understanding of the scope of knowledge and historical skills which the syllabus demands.

COMMENTARY ON SAMPLE QUESTIONS

Having read the question carefully, the candidate should then ask the question:

*What does the question ask me to **do**?*

Here are some examples of different styles of question, as seen on the sample examination paper:

The direct heading

Candidates are asked to write a paragraph in response to a straightforward heading in part B of the Topic questions. The headings may relate to any aspect of the course: the listed content elements, case studies, key personalities or key concepts.

LMI Topic 3 QB1
The 1916 Rising

A listed element under *Politics and Administration*, this heading allows the candidate to tell the story of the 1916 Rising. It also gives them the opportunity to show their knowledge of relevant key personalities such as Pearse, de Valera, Collins and Markievicz. Relevant key concepts include sovereignty, blood sacrifice, and republic.

LME Topic 3 QB3
Benito Mussolini

The candidate is asked to give a biographical note on the person of Benito Mussolini. Also relevant is Mussolini's contribution to the following developments as listed under the elements: *Origins and growth of the fascist regimes in Europe; Wartime alliances, 1939-1945; Church-state relations under Mussolini and Hitler*. Relevant key concepts include fascism, dictatorship and personality cult.

LME Topic 2 QB1
The early history of the motor car

Candidates are asked to write a paragraph drawn, in this case, from one of the three case studies. Listed elements such as *Industrialisation in Germany and its impact on society* and *Key developments in science, technology and medicine* may be made relevant. An awareness of the role of the key personality, Karl Benz, would be useful.

LME Topic 2 QB2
Anti-Semitism in France and/or Russia, 1871-1920

As well as being a listed element under *Culture, religion and science*, this heading expects the candidate to show understanding of the key concept, anti-Semitism. A similar circumstance arises in LME Topic 5, where a question directly on a case study (France in the 1980s) concerns such key concepts as assimilation, cultural diversity and racism.

History questions: Why? How? What? To what extent?

The questions in part C of each Topic will almost invariably be interrogative in construction. They will be framed as questions and the examiner will expect the candidate to address the question as set. While questions will relate to key personalities and case studies, a knowledge of relevant content elements and an understanding of certain key concepts may enhance the answer. Typical interrogative words or phrases include: Why? How? What? To what extent?

LMI Topic 3 QC3
In the early 1930s, why did de Valera's government change from free trade to a policy of protectionism?

The question: **Why** was there a change of policy? Candidates should state reason(s) for change and, if possible, may offer an explanation, comment or opinion on the reason(s).

Note that de Valera is a key personality, *From free trade to protectionism* is a listed element, and both also feature in the syllabus as key concepts.

LMI Topic 4 QC2
How successful was Éamon de Valera's mission to America in helping to obtain support for Irish independence?

Candidates should be very familiar with de Valera's visit to the US in 1919-20 as it is one of the case studies. The question is **how** successful that visit was. A good answer will explain what it was de Valera was trying to do and state what he achieved: moral support? Political support? Financial support?

LMI Topic 3 QC4
How did Evie Hone contribute to Ireland's artistic and cultural life?

How did she? It can be translated into "What was her contribution to Irish art and culture?" or **What** did she do? Note that some questions with **how** may be also expressed as **what**. Evie Hone is a key personality in this topic.

LME Topic 3 QC3
What were the achievements of Winston Churchill as a wartime leader between 1940 and 1945?

What were they? There are examples of this type of factual, even prosaic, question in every topic on the sample examination paper. The answer may confine itself to a statement of Churchill's wartime record, but, if possible, the candidate may develop these points with comment and opinion and continue to score as Core Statements.

In all cases, a good answer will show good coverage of the period in question and an ability to use accurate and relevant historical evidence.