



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2019

Marking Scheme

History

Higher Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2019

MARKING SCHEME

HISTORY LATER MODERN

HIGHER LEVEL

RESEARCH STUDY REPORT (RSR)
(100 marks)

READ EVERYTHING BEFORE YOU MARK ANYTHING!

OUTLINE PLAN (15 marks)

Citation of the sources = 6 marks

Other elements = 9 marks

Citation of sources

Three appropriate sources are asked for.

Accurate citation of each appropriate source = 2 marks

Author + title only = 1 mark

Extra item of validating information (eg: publisher, date) = 1 mark

2 marks x 3 = max 6 marks for three sources

N.B. 'Standard school text books will not be regarded as suitable sources for the purposes of the research study.' DES/NCCA *Guidelines*, p.14.

Define and justify the proposed subject of study, identifying the aims and intended approach.

Does the candidate set out clearly what it is he/she proposes to study and why? Does the candidate set out his/her aims and how he/she hopes to achieve those?

Under the three criteria, to what extent does the candidate succeed in doing this clearly and coherently?

Define and justify
(max = 3 mks)

Identify aims
(max = 3 mks)

Identify approach
(max = 3 mks)

Very good = 3

Good = 2

Fair = 1

Very good = 3

Good = 2

Fair = 1

Very good = 3

Good = 2

Fair = 1

EVALUATION OF THE SOURCES (25 marks)

Comment on strengths and/or weaknesses of sources and indicate relevance of sources to the subject.

To what extent does the candidate succeed in doing this clearly and coherently?

Reference to ALL THREE sources

excellent = 22-25 marks
very good = 17-21 marks
good = 13-16 marks
fair = 9-12 marks
weak = 0-8 marks

Reference to only TWO sources

excellent = 15-17 marks
very good = 12-14 marks
good = 9-11 marks
fair = 6-8 marks
weak = 0-5 marks

Reference to only ONE source

excellent = 8-9 marks
very good = 6-7 marks
good = 4-5 marks
fair = 2-3 marks
weak = 0-1 mark

EXTENDED ESSAY (60 marks)

Historical essay = 50 marks

Review of research process = 10 marks

The review of the research process may be integral to the essay or presented as a separate element.

The historical essay should be assessed as a unit and a mark out of 50 awarded as follows

<i>Historical knowledge – 25 marks</i> Thorough, accurate and relevant to the title	<i>Excellent:</i> 21-25 <i>Very good:</i> 16-20 <i>Good:</i> 11-15 <i>Fair:</i> 6-10 <i>Weak:</i> 0-5
<i>Research skills – 15 marks – Such as</i> Appropriate depth of investigation Use of sources Fair and balanced treatment of issues	<i>Excellent:</i> 13-15 <i>Very good:</i> 10-12 <i>Good:</i> 7-9 <i>Fair:</i> 4-6 <i>Weak:</i> 0-3
<i>Presentation – 10 marks</i> Literacy Coherence Structure	<i>Excellent:</i> 9-10 <i>Very good:</i> 7-8 <i>Good:</i> 5-6 <i>Fair:</i> 3-4 <i>Weak:</i> 0-2

Review of the research process (10 marks)

This may be a stand-alone section or it may be integral to the essay.

The examiner should assess the review of the research process in its totality, and award marks as follows:

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

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

1. Comprehension (20 marks)

- (a) The policies followed by Irish governments have not led to a viable economy/Ireland does not have a viable economy. 5M
- (b) Sheltering permanently behind a protectionist blockade and/or accepting that our costs must permanently be higher than those of other European countries. 5M
- (c) In remote parts of the country (or anything to that effect). 5M
- (d) Skilled labour tends to emigrate. 5M

2. Comparison (20 marks)

- (a) **Yes**, both documents indicate severe problems in the Irish economy. Answers may include points such as the following:

Document A: Ireland does not have a viable economy; it faces economic decay and the collapse of our political independence; costs are higher in both industry and agriculture than in other European countries; these are policies of despair and will cause emigration to increase; the existence of the 26 Counties as an economic entity is questioned; poor production rates and lack of competitiveness threaten Irish political independence; Irish economic problems are so severe that Whitaker suggests we should rejoin the UK before our economic decline becomes even more obvious.

Document B: Too much money has been spent on unproductive capital schemes and too little invested in agricultural productivity; industrial progress is hampered by excessive nationalism, the Control of Manufacturers Act and/or remote locations; demand for labour in the UK attracts skilled Irish workers to emigrate; Ireland seems like an economic slum; all good, ambitious workers have left.

Each document to be marked on a sliding scale out of 5:

Excellent = 5 mks Very good = 4 mks Good = 3 mks
Fair = 2 mks Weak = 0-1 mks

Answer referring to one document only = 5M max

10M

- (b) Both documents suggest that it will be difficult to attract foreign industry. Answers may include points such as the following:

Document A: Given the conditions that exist in Ireland at this time (protectionism... economic decay) it is unlikely that foreign industry would set up here. Foreign manufacturers will not come into a country where costs are permanently higher than in other places. Ireland is a place of economic decline. However, Whitaker is arguing for change and says Ireland must expand its production on a competitive basis. If the necessary changes are introduced it is possible that foreign industry would be attracted to set up here.

Document B: Steven's report gives plenty of reasons why foreign industry is not attracted to Ireland: poor investment choices; excessive nationalism; the Control of Manufacturers Act; the unattractive locations offered; the lack of skilled labour; that Ireland is an economic slum. There is nothing in this extract to suggest foreign industry would want to set up in Ireland.

Each document to be marked on a sliding scale out of 5:

Excellent = 5 mks Very good = 4 mks Good = 3 mks
Fair = 2 mks Weak = 0-1 mks

Answer referring to one document only = 5M max

10M

3. Criticism (20 marks)

- (a) **No**, Whitaker's memorandum would not have been published at that time. Answers may include points such as the following:

Whitaker was a civil servant writing a memorandum for one man, James Ryan, the new Minister for Finance. This is a private government document which would not have become public until much later. The tone of the document is so negative that no government would have wanted this memorandum to become public knowledge. The suggestion that Ireland might as well rejoin the UK is too shocking for public consumption. The purpose of this suggestion is to provoke the Minister into radical economic reform.

Mark quality of answer on a sliding scale out of 10:

Excellent = 9-10 mks Very good = 7-8 mks Good = 5-6 mks
Fair = 3-4 mks Weak = 0-2 mks

10M

If the candidate answers "Yes", mark quality of answer on a sliding scale out of 5:

Excellent = 5 mks Very good = 4 mks Good = 3 mks
Fair = 2 mks Weak = 0-1 mks

(b) **Yes and/or No.** Answers may include points such as the following:

This is a useful primary source, an eye-witness account based on Steven's visit to Ireland in 1957; it is a report, so its tone is detached and factual; the author is an official of the Bank of England, a man with expertise in economic matters which lends weight to his findings; he brings an objective, outside view to developments in Ireland; his writing is clear and easy to understand; he clearly identifies problems in the Irish economy and points out the difference between theory and reality.

This is of limited use: Doc B is an edited extract, meaning that important contextual or balancing points may have been lost; it is perhaps a biased view which concentrates on finding faults in the Irish economy; it is highly critical of Ireland and describes the country as an economic slum; the tone is condescending and dismissive.

Mark quality of answer on a sliding scale out of 10:

Excellent = 9-10 mks Very good = 7-8 mks Good = 5-6 mks

Fair = 3-4 mks Weak = 0-2 mks

10M

4. Contextualisation (40 marks)

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/issue, 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 which, although not connected or related, can be taken together and assessed as a paragraph equivalent;
- (vii) A good concluding paragraph or summation, which is not mere repetition.

(Summation which is mere repetition = max 4 marks)

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

<i>Excellent:</i> 11-12 marks	Outstanding piece of analysis, exposition or commentary. Clearly expressed, accurate and substantial information.
<i>Very good:</i> 8-10 marks	Very good material, accurately and clearly expressed.
<i>Good:</i> 6-7 marks	Worthwhile information, reasonably well expressed.
<i>Fair:</i> 3-5 marks	Limited information/barely expressed
<i>Poor:</i> 0-2 marks	Trivial/irrelevant/grave errors.

Overall Evaluation (OE)

In awarding OE, the examiner will consider how well the candidate deals with the set question. The following grading table will apply:

<i>Excellent:</i> 14-16 marks
<i>Very good:</i> 11-13 marks
<i>Good:</i> 6-10 marks
<i>Fair:</i> 4-5 marks
<i>Weak:</i> 2-3 marks
<i>Very weak:</i> 0-1 mark

In awarding OE marks, the examiner should not expect answers of more than 40% in quantity compared to the answers to the longer topic questions in Sections 2 and 3.

This principle of marking by paragraph (CM and OE) continues throughout Sections 2 and 3. The proportion of CM to OE remains 60/40 throughout the examination paper.

Section 2: IRELAND (100 marks)
and
Section 3: EUROPE AND THE WIDER WORLD (200 marks)

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.

Overall Evaluation (OE) for the quality of the answer as a whole in the context of the set question.

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:

- (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/issue, 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 which, although not connected or related, can be taken together and assessed as a paragraph equivalent;
- (vii) A good concluding paragraph or summation, which is not mere repetition.

(Summation which is mere repetition = max. 4 marks)

The examiner will award marks to each paragraph or paragraph equivalent as follows:

Cumulative Mark (CM) (Maximum = 60 marks)

Excellent: 11-12 marks	Outstanding piece of analysis, exposition or commentary. Clearly expressed, accurate and substantial information.
Very good: 8-10 marks	Very good material, accurately and clearly expressed.
Good: 6-7 marks	Worthwhile information, reasonably well expressed.
Fair: 3-5 marks	Limited information/barely stated.
Poor: 0-2 marks	Trivial/irrelevant/grave errors.

Overall Evaluation (OE) (Maximum = 40 marks)

Excellent: 34-40 marks	Excellent in its treatment of the set question, particularly if it shows detailed learning, wide reading, analysis or extensive coverage.
Very good: 28-33 marks	Very good – but not excellent - in its treatment of the set question, ie: accurate and substantial.
Good: 22-27 marks	Good standard treatment of the set question, without being exceptional in the information or the commentary supplied.
Fair: 16-21 marks	Fair attempt at the set question, but has identifiable defects, eg: incomplete coverage, irrelevant data, factual inaccuracies.
Weak: 10-15 marks	Poor, in that it fails to answer the question as set, but has some merit.
Very weak: 0-9 marks	Very poor answer which, at best, offers only scraps of information.

In awarding the OE, the examiner will evaluate the quality of the answer, taking into account the following, as appropriate:

- 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)?

SECTION 2: IRELAND (100 marks)
One question from one of the five topics to be answered.

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

1. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Success of emancipation + failure of repeal)
If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Government responses + private responses)
If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
4. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (cultural + religious)
If only ONE, Max. CM = 50

Ireland: Topic 2
Movements for political and social reform, 1870-1914

1. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (land agitation + 1913 strike and lockout)
If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Carson's successes + his failures)
If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
4. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (cultural + religious)
If only ONE, Max. CM = 50

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

1. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (military + political)
If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (main events + significance)
If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
4. Max. CM = 60 Max. OE = 40

Ireland: Topic 4
The Irish diaspora, 1840-1966

1. Max. CM = 60 Max. OE = 40
2. Max. CM = 60 Max. OE = 40
3. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (what drew emigrants to Britain + challenges)
If only ONE, Max. CM = 50
4. Max. CM = 60 Max. OE = 40

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

1. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Brookeborough + O'Neill)
If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Coleraine controversy + tensions in NI)
If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
NOTE: TWO elements to choose from THREE
(Sunningdale + Anglo-Irish Agreement + Downing St. Declaration)
If only ONE, Max. CM = 50
4. Max. CM = 60 Max. OE = 40

SECTION 3: EUROPE AND THE WIDER WORLD (200 marks)

One question from each of two of the six topics to be answered.

Europe and the wider world: Topic 1

Nationalism and state formation in Europe, 1815-1871

1. Max. CM = 60 Max. OE = 40
2. Max. CM = 60 Max. OE = 40
3. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Robert Owen + Robert Peel)
If only ONE, Max. CM = 50
4. Max. CM = 60 Max. OE = 40

Europe and the wider world: Topic 2

Nation states and international tensions, 1871-1920

1. Max. CM = 60 Max. OE = 40
2. Max. CM = 60 Max. OE = 40
3. Max. CM = 60 Max. OE = 40
4. Max. CM = 60 Max. OE = 40
NOTE: TWO elements from three
(outbreak of WWI + how fought + literature of WWI)
If only ONE, Max. CM = 50

Europe and the wider world: Topic 3

Dictatorship and democracy in Europe, 1920-1945

1. Max. CM = 60 Max. OE = 40
NOTE: Regimes (plural)
If only ONE regime, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (problems + how effectively tackled)
If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
4. Max. CM = 60 Max. OE = 40

Europe and the wider world: Topic 4
Division and realignment in Europe, 1945-1992

1. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (develop + end)
If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
3. Max. CM = 60 Max. OE = 40
4. Max. CM = 60 Max. OE = 40

Europe and the wider world: Topic 5
European retreat from empire and the aftermath, 1945-1990

1. Max. CM = 60 Max. OE = 40
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (secede + international involvement)
If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
NOTE: TWO or more former colonies
If only ONE former colony, Max. CM = 50
4. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Britain + France)
If only ONE, Max. CM = 50

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

1. Max. CM = 60 Max. OE = 40
2. Max. CM = 60 Max. OE = 40
3. Max. CM = 60 Max. OE = 40
NOTE: THREE elements
(achieve a moon landing + national significance + international significance)
If only TWO, Max. CM = 50 If only ONE, Max. CM = 40
4. Max. CM = 60 Max. OE = 40



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MARKING SCHEME

HISTORY **EARLY MODERN**

HIGHER LEVEL

RESEARCH STUDY REPORT (RSR)
(100 marks)

READ EVERYTHING BEFORE YOU MARK ANYTHING!

OUTLINE PLAN (15 marks)

Citation of the sources = 6 marks

Other elements = 9 marks

Citation of sources

Three appropriate sources are asked for.

Accurate citation of each appropriate source = 2 marks

Author + title only = 1 mark

Extra item of validating information (eg: publisher, date) = 1 mark

2 marks x 3 = max 6 marks for three sources

N.B. 'Standard school text books will not be regarded as suitable sources for the purposes of the research study.' DES/NCCA *Guidelines*, p.14.

Define and justify the proposed subject of study, identifying the aims and intended approach.

Does the candidate set out clearly what it is he/she proposes to study and why? Does the candidate set out his/her aims and how he/she hopes to achieve those?

Under the three criteria, to what extent does the candidate succeed in doing this clearly and coherently?

Define and justify
(max = 3 mks)

Identify aims
(max = 3 mks)

Identify approach
(max = 3 mks)

Very good = 3

Good = 2

Fair = 1

Very good = 3

Good = 2

Fair = 1

Very good = 3

Good = 2

Fair = 1

EVALUATION OF THE SOURCES (25 marks)

Comment on strengths and/or weaknesses of sources and indicate relevance of sources to the subject.

To what extent does the candidate succeed in doing this clearly and coherently?

Reference to ALL THREE sources

excellent = 22-25 marks
very good = 17-21 marks
good = 13-16 marks
fair = 9-12 marks
weak = 0-8 marks

Reference to only TWO sources

excellent = 15-17 marks
very good = 12-14 marks
good = 9-11 marks
fair = 6-8 marks
weak = 0-5 marks

Reference to only ONE source

excellent = 8-9 marks
very good = 6-7 marks
good = 4-5 marks
fair = 2-3 marks
weak = 0-1 mark

EXTENDED ESSAY (60 marks)

Historical essay = 50 marks

Review of research process = 10 marks

The review of the research process may be integral to the essay or presented as a separate element.

The historical essay should be assessed as a unit and a mark out of 50 awarded as follows

<i>Historical knowledge – 25 marks</i> Thorough, accurate and relevant to the title	<i>Excellent:</i> 21-25 <i>Very good:</i> 16-20 <i>Good:</i> 11-15 <i>Fair:</i> 6-10 <i>Weak:</i> 0-5
<i>Research skills – 15 marks – Such as</i> Appropriate depth of investigation Use of sources Fair and balanced treatment of issues	<i>Excellent:</i> 13-15 <i>Very good:</i> 10-12 <i>Good:</i> 7-9 <i>Fair:</i> 4-6 <i>Weak:</i> 0-3
<i>Presentation – 10 marks</i> Literacy Coherence Structure	<i>Excellent:</i> 9-10 <i>Very good:</i> 7-8 <i>Good:</i> 5-6 <i>Fair:</i> 3-4 <i>Weak:</i> 0-2

Review of the research process (10 marks)

This may be a stand-alone section or it may be integral to the essay.

The examiner should assess the review of the research process in its totality, and award marks as follows:

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

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

1. Comprehension (20 marks)

- | | | |
|-----|---------------------------------|----|
| (a) | 7000 marks/£4,666 per year. | 5M |
| (b) | A copyhold (or lifetime) lease. | 5M |
| (c) | The great woods. | 5M |
| (d) | To serve abroad. | 5M |

2. Comparison (20 marks)

- (a) Yes, both documents call attention to the need for cutting costs.

Doc. A: Lord Deputy Croft says the government has been put to “great expense” defending the territory of Laois and Offaly; he suggests that granting different leases would help cut costs by encouraging leaseholders to “undertake the costly investment necessary for building and defence”. The royal garrison is expensive but the countryside “still lies waste”. Some candidates may argue that despite the writer’s awareness of costs associated with the plantation he gives no clear instruction that costs should be cut.

Doc. B: The Privy Council’s decisions all involve considerations of cost: the Privy Council regrets that Laois and Offaly have not been “profitably” settled; better leases will be offered in return for improvements made at the settlers’ own expense; the great woods and other resources are to be preserved, presumably for government benefit; soldiers should be licenced to serve abroad because this would bring a welcome reduction in the “very heavy” expense of the military establishment in Ireland.

Mark each document on a sliding scale out of 5:

Excellent = 5 mks	Very good = 4 mks	Good = 3 mks	
Fair = 2 mks	Weak = 0-1 mks		10M

Answer referring to one document only = 5M max

(b) Taken together, the strengths of the documents include:

Both are extracts from the Calendar of State Papers for the Tudor period in Ireland and offer valuable insights into official policy in Ireland in the 1550s. These two letters form part of a direct correspondence between key figures who have responsibility for the government of Ireland. Lord Deputy James Croft's views are based on his experiences in Ireland, whereas the Privy Council letter lets us see how London responds to these developments. Both letters are primary sources for the period.

Both letters cover the same topics, such as what kind of leases to offer, the necessity for defence, the expense of establishing a plantation, etc., and let us see how government policy formed/evolved in response to events as they occurred. The letters show that the Privy Council took account of the Lord Deputy's advice regarding leases and changed its policy to respond effectively to existing conditions.

The five month gap between the letters illustrates how slow communications were in the 1550s and gives us an insight into the difficulties Lord Deputy Croft experienced as he awaited instructions from London. The fact that he sought approval to change the type of leases on offer shows the limitations on his power in Ireland.

Mark the answer on a sliding scale out of 10:

Excellent = 9-10 mks Very good = 7-8 mks Good = 5-6 mks

Fair = 3-4 mks Weak = 0-2 mks

10M

4. Contextualisation (40 marks)

What was the policy of plantation in Laois/Offaly and to what extent was it successful?

There are **two** elements in this question:

What was the policy of plantation in Laois/Offaly?

To what extent was it successful?

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;
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(Summation which is mere repetition = max 4 marks)

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Overall Evaluation (OE)

In awarding OE, the examiner will consider how well the candidate deals with the set question. The following grading table will apply:

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Very good: 11-13 marks
Good: 6-10 marks
Fair: 4-5 marks
Weak: 2-3 marks
Very weak: 0-1 mark

In awarding OE marks, the examiner should not expect answers of more than 40% in quantity compared to the answers to the longer topic questions in Sections 2 and 3.

This principle of marking by paragraph (CM and OE) continues throughout Sections 2 and 3. The proportion of CM to OE remains 60/40 throughout the examination paper.

Section 2: IRELAND (100 marks)
and
Section 3: EUROPE AND THE WIDER WORLD (200 marks)

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.

Overall Evaluation (OE) for the quality of the answer as a whole in the context of the set question.

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:

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- (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 which, although not connected or related, can be taken together and assessed as a paragraph equivalent;
- (vii) A good concluding paragraph or summation, which is not mere repetition.

(Summation which is mere repetition = max. 4 marks)

The examiner will award marks to each paragraph or paragraph equivalent as follows:

Cumulative Mark (CM) (Maximum = 60 marks)

Excellent: 11-12 marks	Outstanding piece of analysis, exposition or commentary. Clearly expressed, accurate and substantial information.
Very good: 8-10 marks	Very good material, accurately and clearly expressed.
Good: 6-7 marks	Worthwhile information, reasonably well expressed.
Fair: 3-5 marks	Limited information/barely stated.
Poor: 0-2 marks	Trivial/irrelevant/grave errors.

Overall Evaluation (OE) (Maximum = 40 marks)

Excellent: 34-40 marks	Excellent in its treatment of the set question, particularly if it shows detailed learning, wide reading, analysis or extensive coverage.
Very good: 28-33 marks	Very good – but not excellent - in its treatment of the set question, ie: accurate and substantial.
Good: 22-27 marks	Good standard treatment of the set question, without being exceptional in the information or the commentary supplied.
Fair: 16-21 marks	Fair attempt at the set question, but has identifiable defects, eg: incomplete coverage, irrelevant data, factual inaccuracies.
Weak: 10-15 marks	Poor, in that it fails to answer the question as set, but has some merit.
Very weak: 0-9 marks	Very poor answer which, at best, offers only scraps of information.

In awarding the OE, the examiner will evaluate the quality of the answer, taking into account the following, as appropriate:

- 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)?

SECTION 2: IRELAND (100 marks)

One question from one of the five topics to be answered.

Ireland: Topic 2

Rebellion and conquest in Elizabethan Ireland, 1558-1603

1. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Dublin + Pale)
If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (steps taken + to what extent successful)
If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
4. Max. CM = 60 Max. OE = 40

Ireland: Topic 3

Kingdom v. colony – the struggle for mastery in Ireland, 1603-1660

1. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (social and economic + religious)
If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (why was there a revolt + the depositions)
If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (military campaign + land settlement)
If only ONE, Max. CM = 50
4. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (culture + religion)
If only ONE, Max. CM = 50

Ireland: Topic 4

Establishing a colonial ascendancy, 1660-1715

1. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Charles II + James II)
If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
3. Max. CM = 60 Max. OE = 40
4. Max. CM = 60 Max. OE = 40

Ireland: Topic 5

Colony v. Kingdom – tensions in mid-18th century Ireland, 1715-1770

1. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (the “Protestant Nation” + its political concerns)
If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
NOTE: THREE elements (causes + forms + results)
If only TWO, Max. CM = 50 If only ONE, Max. CM = 40
3. Max. CM = 60 Max. OE = 40
4. Max. CM = 60 Max. OE = 40

Ireland: Topic 6

The end of the Irish kingdom and the establishment of the Union, 1770-1815

1. Max. CM = 60 Max. OE = 40
2. Max. CM = 60 Max. OE = 40
3. Max. CM = 60 Max. OE = 40
4. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (for + against)
If only ONE, Max. CM = 50

SECTION 3: EUROPE AND THE WIDER WORLD (200 marks)
One question on each of **two** of the six topics to be answered.

Europe and the wider world: Topic 1
Europe from Renaissance to Reformation, 1492-1567

- | | | | | |
|----|---------|------|---------|------|
| 1. | Max. CM | = 60 | Max. OE | = 40 |
| 2. | Max. CM | = 60 | Max. OE | = 40 |
| 3. | Max. CM | = 60 | Max. OE | = 40 |
| 4. | Max. CM | = 60 | Max. OE | = 40 |

Europe and the wider world: Topic 2
Religion and power: politics in the later sixteenth century, 1567-1609

- | | | | | |
|----|---------|------|---------|------|
| 1. | Max. CM | = 60 | Max. OE | = 40 |
| 2. | Max. CM | = 60 | Max. OE | = 40 |
| 3. | Max. CM | = 60 | Max. OE | = 40 |
| 4. | Max. CM | = 60 | Max. OE | = 40 |

Europe and the wider world: Topic 3
The eclipse of Old Europe, 1609-1660

- | | | | | |
|----|---------------------------------------|------|---------|------|
| 1. | Max. CM | = 60 | Max. OE | = 40 |
| | NOTE: TWO elements (develop + impact) | | | |
| | If only ONE, Max. CM = 50 | | | |
| 2. | Max. CM | = 60 | Max. OE | = 40 |
| 3. | Max. CM | = 60 | Max. OE | = 40 |
| 4. | Max. CM | = 60 | Max. OE | = 40 |

Europe and the wider world: Topic 4
Europe in the age of Louis XIV, 1660-1715

1. Max. CM = 60 Max. OE = 40
NOTE: THREE elements (develop + impact on England + impact on India)
If only TWO, Max. CM = 50 If only ONE, Max. CM = 40
2. Max. CM = 60 Max. OE = 40
3. Max. CM = 60 Max. OE = 40
4. Max. CM = 60 Max. OE = 40

Europe and the wider world: Topic 5
Establishing empires, 1715-1775

1. Max. CM = 60 Max. OE = 40
2. Max. CM = 60 Max. OE = 40
3. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (principal ideas + role of the salon)
If only ONE, Max. CM = 50
4. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Tea Party + its role in causing the Revolution)
If only ONE, Max. CM = 50

Europe and the wider world: Topic 6
Empires in revolution, 1715-1775

1. Max. CM = 60 Max. OE = 40
2. Max. CM = 60 Max. OE = 40
3. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (victories + defeat)
If only ONE, Max. CM = 50
4. Max. CM = 60 Max. OE = 40

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