

Leaving Cert History Ordinary Level Do's and Don'ts

Catherine Watson gives advice on the new Leaving Cert Ordinary Level History exam based on her experience of teaching and correcting

Section 1.

- ◆ Attempt all questions.
- ◆ Comparison question– You **MUST** refer to BOTH documents.
- ◆ Where there is a YES or NO answer required within the question **BE SURE** to state your answer.
- ◆ Contextualisation – Do ensure answer is of adequate length (At least half an A4). This answer is not to be found in the documents given in the exam.
- ◆ Student must show evidence of having studied the topic.

Section 2 and 3

- ◆ Attempt required amount of questions (1 from section 2 and 2 from section 3)
- ◆ Attempt all sections within a Topic. (A.B. and C)
- ◆ Read all questions carefully.

Part A;

All answers may not be found in the extract or table given.

Part B;

Make sure if there are two elements within the question that BOTH are answered – Douglas AND World War 1

Part C;

Again careful reading of the questions is very important. Watch for terms such as ***How important, What effect, what impact,?***

- ◆ Ignoring these will cost student **overall evaluation** marks.

Research Topic:

Do not ignore this element of the paper.

Outline Plan:

Define, justify the proposed topic – Why was this topic chosen?

Identify the aims of the study – what did the student want to find out or achieve.

Intended approach – what was his/her plan of action - very briefly

- ◆ Cite **at least TWO SOURCES**



- ◆ Internet sources – in addition to URL and links, state date downloaded and/or author and/or type of site used - for example - .edu tends to be an educational site.

Evaluation of the sources:

- ◆ Mention weakness and/or strengths of **each** source individually. Make sure this is done clearly and coherently – is the information relevant, biased, primary or secondary source, comprehensive etc.

- ◆ Make sure **each source is done separately.**

Extended essay:

- ◆ Do try to stay within recommended word count and at the same time showing historical knowledge, research skills and good presentation skills.

- ◆ **DO NOT IN ANY CIRCUMSTANCES OMIT THE REVIEW.**

- ◆ The review should include actual steps a student took in completing the research (went to library, drafts, surfed the net etc.,) any difficulties they encountered, did they achieve their aims, what were the benefits of doing research?

- ◆ **TRY AND STEER CLEAR OF TOPICS SPECIFICALLY BASED ON CASE STUDIES.**

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