

Marking Topics and Essays (100)

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Cumulative Mark (CM) for historical content which is **accurate and relevant to the question as asked**.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: (**Brackets** are used to designate a paragraph or paragraph equivalent)

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.

Note: Where individual questions had **TWO** elements, students were given a maximum CM = 50 if they refer to **ONLY ONE** of those elements.

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)?

Ireland: Topic 3

The pursuit of sovereignty and the impact of partition, 1912 – 1949

4. To what extent were language, religion and education used to promote Irish cultural identity during the period, 1920 – 1949? (100)

(When Ireland achieved independence, it was still quite dependent on Britain. We spoke the same language and 90% of our exports went to Britain. The government strove to form our national identity and they did this through a mixture of language, religion and education. This helped to defy our neo-colonial status and to promote a unique Irish identity.) 5

(The Irish language had been in decline for many years but the government saw it was important because they were constantly seeking to be separate from Britain. In 1922 all road signs, place names and maps were translated into Irish. Northern Ireland's administration refused to do this however. The Garda Síochána began to use Irish in their day-to-day business and it was necessary to pass an Irish exam if you wished to work for the state. Every official document that the government issued had to have an Irish alternative available.) 6 (Irish was also promoted through education and was introduced into schools as a subject. The first year that it was examinable in both the Leaving and Intermediate Certs 92% of Leaving candidates and 99% of Intermediate candidates took it. Scholarships and grants were given to students who took Irish while teachers received bonuses for teaching it. This greatly increased the percentage of the population who could speak Irish.) 6

(As well as introducing our native language into the education system, our schools were also changed during this period to promote cultural nationalism. The syllabus was changed to include Irish history, literature and music. This went a long way to promoting our identity as these are things which separate us from the British.) 4 (The teaching of Irish in Northern Ireland was optional and could be taught outside school if people wanted it. School was made compulsory so as more people became educated they also grew to know more about their identity and their past. An *Gúm* was an educational magazine published to educate people on Irish. In 1930 there was a technical commission on education set up to improve education and teaching standards. The Vocational Act was also passed which opened many vocational and technical schools. The Irish education system was very influenced by the Catholic Church and many schools were Catholic.) 5

(Catholicism was another aspect of our identity which separated us from the mainly Protestant British. The Eucharistic Congress in 1932 was a chance for the Free State to show off our new Catholic identity. The government had been in talks for years about hosting the Eucharistic Congress and it was held in Ireland to celebrate the 1,500 year coming of St Patrick to Ireland in 432. People were eager

to celebrate this and a newspaper "Congress News" was published to mark the event.) 6 (Shop fronts were cleaned and bunting was put on houses in preparation for the arrival of the Cardinal Legate Lorenzo Lauri. The government was anxious for the Congress to be held and as they wished to show the world and even the Irish people themselves, the new Catholic Free State. There were many international journalists present at the event who described it as a mass gathering and a mass celebration. One Canadian journalist described it as "Ireland as she was meant to be Catholic and free".) 6

(Masses, confessions and benedictions were held around the country in preparation and various state dignitaries arrived to greet the cardinal Legate at Dun Laoghaire.

A garden party was held in Blackrock with over 14,000 people in attendance and a state banquet was held to welcome the Cardinal Legate. Women were asked to dress discreetly which portrays the conservative attitude that was also present in our new identity. Censorship prevailed through this period not only as a result of the Church. Eamonn de Valera was good friends with many bishops so the government was very influenced by the Church.) 7 (The Church felt that moral standards were being relaxed which resulted in a censors board being set up for literature and films. The new cultural identity was that promoted through religion was also supposed to be a moral one. Over 1 million people attended the Mass in the Phoenix Park which shows the influence of the Church and religion in promoting our identity.) 5 (Cultural identity was promoted through language, religion and education in a very effective way. Soon after the Free State was developed this cultural nationalism allowed us to become completely separate to Britain who had ruled and influenced us for three hundred years previously.) 3

CM - 47

OE - 23

OM - 70

Europe and the wider world: Topic 4

Division and realignment in Europe, 1945 – 1992

4. What was the contribution of Alexander Solzhenitsyn and/or Simone de Beauvoir to European literature and social criticism, 1945 - 1992? (100)

(After World War Two, writers began to react to their experiences of the war in different ways – a new period of literature was born. In France, Simone de Beauvoir was one of the most influential writers of the time as she challenged both French and European societies treatment of women.) 4

(De Beauvoir published the *Second Sex* in 1949, it criticised post-war society especially its view on women. During this period, Europe was in the middle of a period of domesticity of women, and the book received little attention. Women had returned home from working during the war and were embracing their roles as mothers and wives. De Beauvoir rejected this, declining marriage as an unequal arrangement that forced women to become subservient to men. She saw society as the creators of femininity, not women themselves. Women were not born feminine she believed, it was society that made them so. However, in this period of domesticity when women were enthralled by magazines like *Elle* and *Women's Own* which provided them with tips on cooking, parenting and how to seduce their husbands, De Beauvoir's book sold very few copies. At this period, it looked as though de Beauvoir's contribution to both European literature and social criticism would be limited.) 10

(However, in 1963 Betty Friedan published her book *The Feminine Mystique* which was based on the ideas put forward in *The Second Sex* and it became an instant best seller. In the 1960s women were better educated, making up 50% of all students in Europe and becoming more interested in gaining social rights. In the light of the success of Friedan's book, Simone de Beauvoir's novel began to pick up and became a popular book amongst Feminists. Its impact on European literature and social criticism was that it encouraged other women to look past the limits of what was and wasn't acceptable to write about, and tried to get to the bottom of social problems in Europe.) 10 (It inspired a second wave of feminists that criticised Europe's narrow minded views on gender equality and encouraged a new generation of Female writers to speak their minds e.g. Germaine Greer published the *Female Eunuch* in 1970. On top of this De Beauvoir challenged other problems in society such as the treatment of the elderly in her book *The Coming of Age*. She saw the elderly as an important group in society and encouraged them to embrace their role as teachers amongst the younger generations. Through this book and the *Second Sex*, De Beauvoir constantly challenged the limits of society and set new standards in European literature.) 7

(Like De Beauvoir in the West, Alexander Solzhenitsyn in the East contributed greatly to European literature and social criticism. In 1947, he was arrested for making disrespectful comments about Stalin in a

letter and sentenced to 8 years hard labour. On release he spent a further 3 years in exile in Kazakhstan. In 1959 he completed his first novel *One Day in the Life of Ivan Denisovich*. It was a detailed account of life in a Russian gulag (work camp) portraying the hardships the zeks (prisoners) faced as they worked in temperatures of -29°C in inadequate clothing and were purposely given smaller food rations. It was the first time in Soviet history that a book portrayed the dark side of Russian life. Since 1934 the Soviet Writers Union had controlled literature and it promoted what was called "Soviet realism", this meant that Russians must always be shown in an heroic and positive light.) 7 (Solzhenitsyn kept the manuscript secret for some time for fear of persecution. However, in October 1961 when Stalin's successor Nikita Khrushchev denounced Stalin at the Communist Party 22nd Annual Conference Solzhenitsyn saw his chance. He asked the editor of *Novy Mir* (New World), a Soviet literary journal, to publish his book. The editor went to Khrushchev and asked for permission to publish the book. Khrushchev agreed seeing it as a chance to denounce Stalin further. The book was published in 1962 and immediately Khrushchev knew he had made a mistake. The book shocked the Russian public who never knew of the horrors of Stalin's gulags. It was one of the most controversial pieces of social criticism published between 1945 and 1992 and became an instant best seller when it was published in Europe. Solzhenitsyn even won a Nobel Prize for his contribution to European literature but was unable to accept it fearing persecution from the Russian government.) 10

(Solzhenitsyn wrote three more novels that criticised Soviet society – *First Circle*, in which scientists in prison debate whether they should help the USSR or face the persecution, *Cancer Ward* in which he discusses his own personal experiences of cancer and the *Gulag Archipelago* which is a detailed account of gulags and their prisoners across Russia. All 3 novels were denied publication in Russia. However, they were published abroad and Solzhenitsyn received much critical acclaim for his fearless approach to writing. He became one of Europe's most popular writers and social critics. However, in Russia the government becoming increasingly angered by his impact on Europe's literature arrested him in 1974 and had him exiled to Bulgaria, where he continued to write and challenge Soviet oppression. In 1989, during Gorbachev's "glasnost" – openness period, in which literature was becoming less censored, *Novy Mir* published extracts from the *Gulag Archipelago* and like *One Day in the Life of Ivan Denisovich* encouraged other young writers to write about real Soviet society. In 1990 Solzhenitsyn was granted Soviet citizenship again and he returned to his home land in 1997.) 8

(Both Simone de Beauvoir and Alexander Solzhenitsyn contributed greatly to the new wave of European literature and social criticism between 1945 and 1992. In France, Russia and across Europe they encour-

aged other authors to challenge society and constantly search for the truth eg. Solzhenitsyn's writing was the inspiration for the Russian underground literary journal Samizdatz Chronicle of Current Events which championed free speech and criticised Soviet oppression. Both De Beauvoir's and Solzhenitsyn's works are as powerful today as they were during this period and continue to challenge society as we know it, even today.) 6

CM - (62) 60

OE - 34

OM - 94

Europe and the wider world: Topic 6

The United States and the world, 1945 – 1989

4. During the period, 1945 – 1989, what was the impact of one or more of the following on American society: racial conflict; urban poverty; organised crime? (100)

(After World War II, 1939–1945, the attitudes of people began to change in America. Many men and women who had volunteered for the army were black. Upon their return, they began their demand for equality. They believed that if they fought in a war protecting other races from discrimination then, their race should certainly not be discriminated against in their home country. They sought about obtaining equal rights in many areas such as education, transport and industry.) 6

Campaigning began and thus desegregation occurred. President Truman was the first to announce desegregation in the army. This spurred the opinion to desegregate schools which soon took place. However, even though these laws were made, desegregation took a lot longer as a process to occur. Many white schools refused to allow any black students into their schools.

This was clearly seen in the University of Alabama where a black man who had served in the army attempted to enter the college. Numerous attacks occurred and the President had to issue troops to ensure the students safety in the college.) 7

(Organisations were set up including the NAACP (National Association for the Advancement of Coloured People) and CORE (Congress of Racial Equality). These organisations campaigned to achieve equal rights for all black people. They campaigned for the desegregation of transport and industry by using peaceful means.) 5

(The most famous campaign was in Montgomery, Alabama. Pastor Martin Luther King was the head of the NAACP branch there and he encouraged the black people of Montgomery to boycott the buses after an incident of racial discrimination happened to Rosa Parks. The Montgomery Bus Boycott lasted for nearly 4 months. Black people refused to take the bus and walked to work instead, they set up a taxi service for the people unable to walk. Eventually laws were passed to allow any black person sit at the front of the bus.) 6

(This was a huge breakthrough in racial equality. However, this campaign caused a lot of violence from the white members of the town. Although the black people campaigned in peace, they still suffered hugely. When the laws were passed, many white people stoned the buses carrying black people, in particular Martin Luther King. As leader of the campaign, King suffered many consequences. He received death threats, his house was bombed but luckily his family weren't injured.) 6

(With the rise of racial equality, many anti-black and anti-desegregation organisations were set up. These

organisations did not practice the peaceful demonstrations of the black community. They instead advocated violence, the most prominent group being the Ku Klux Klan who stage marches, murdered, raped, attacked assaulted and bombed the black community.) 5

(Another cause of this racial conflict was the divisions within the black protestors. Many continued to follow King, taking part in marches including the Selma to Washington March. It was here that King made his most famous speech, "I have a dream". However, some blacks became violent and began supporting the violent leaders such as Malcolm X) 5

(Racial conflict led to huge impact on American society. Americans were forced to realise their views and racial discrimination was wrong. Black communities eventually achieved equal status. But the most defining impact was violence. Despite continued efforts of King and his encouragement of peaceful agitation, huge violence often erupted. Many protestors were killed or seriously injured. Indeed Martin Luther King was assassinated for his beliefs.) 6 (The scar of this violence is still very prominent in American society today and many violent organisations still exist. Yet, there are enforced laws in the constitution now, banning any type of racial discrimination.) 3

CM - 49

OE - 22

OM - 71