

Marking The New LC Higher Level History Exam

Marking the Research Study (100)

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)
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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:

Historical knowledge - 25 marks

- ♦ Thorough, accurate and relevant to the title
Excellent: 21-25
Very good: 16-20
Good: 11-15
Fair: 6-10
Weak: 0-5

Research skills - 15 marks - Such as

- ♦ Appropriate depth of investigation
- ♦ Use of sources
- ♦ Fair and balanced treatment of issues
Excellent: 13-15
Very good: 10-12
Good: 7-9
Fair: 4-6
Weak: 0-3

Presentation - 10 marks

- ♦ Literacy
- ♦ Coherence
- ♦ Structure
Excellent: 9-10
Very good: 7-8
Good: 5-6
Fair: 3-4
Weak: 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

SAMPLE ANSWERS AND MARKING SCHEMES

The following Research Studies, Documents-Study Answers and Essays were done under examination conditions. They were corrected by experienced examiners following the State Examinations Commission Higher Level Marking Scheme (2006).

The answers are reproduced as written, including factual and grammatical errors.

Title of the Study

Emmeline Pankhurst and the Suffragette Movement

Outline Plan (15 marks)

I choose this topic for research study because I am interested in:

The struggle of women to gain franchise

The impact of one woman on such a major movement

The use of "The Cat and Mouse" technique used by the British government

3

Aims

To develop research skills and to gain experience in the work of the historian

To gain experience in self-directed learning

To further my understanding of my chosen topic

To develop a spirit of enquiry and critical learning

3

To research this topic I will consult sources in

The local library

The reference section of the County Library

The internet

2

8

Sources

June Purvis, Emmeline Pankhurst: A Biography, Routledge, 2002

2

Jane Johnson Lewis, Women's History: Emmeline Pankhurst

1

Shirley Harrison, Sylvia Pankhurst: A Crusading Life, Aurum Press Ltd, 2004

2

5

(8+5 = 13)

Evaluation of Sources (25 marks)

June Purvis, Emmeline Pankhurst: A Biography

This book began with Emmeline's childhood and gave information about every notable event in her life

until her death. It is a secondary source for my research study. It was a very informative book and most of my information was attained from this book. June Purvis used quite a lot of Pankhurst's own words and primary sources. It contains photographs and a detailed index and bibliography.

June Purvis is a professor of women's and gender history at the University of Portsmouth. She is one of the UK's top historians of women's suffrage. This book was a reliable source and extremely helpful in my research.

Jane Johnson Lewis, Women's History: Emmeline Pankhurst.

The information on this website was relevant; however, I did not get a lot of new information from it. It was a reliable source yet had mainly the same points and opinions as the book I had read.

Shirley Harrison, Sylvia Pankhurst: A Crusading Life 1882-1960

As this book was about Emmeline Pankhurst's daughter I was only able to obtain information about her background and home life. My research topic was only about Pankhurst's political life so this book did not help me a lot with my study as the information wasn't relevant. However, it helped me understand her thinking and motivation. (21)

Review of Research Process

During my research I consulted sources on the internet and joined my local library. However, I only found a small range of books on this area of history. Although the books were very helpful it was disappointing that there was not more importance placed on this subject. After I had attained all information necessary, I wrote the first draft of my research study. I wrote two more drafts correcting any mistakes and clarifying points. I feel that having to complete this study on my own helped me to gain experience in self-directed learning and furthered my research skills. Overall from my research topic I gained a broader understanding of the struggle of women to gain franchise. As I studied about Emmeline Pankhurst, I was amazed at how she sacrificed herself for her beliefs. This made it difficult to remain unbiased in my study. She was a true martyr for her cause, her extremist methods were also very brave. I feel her efforts changed society for her time and in turn changed the course of history. Emmeline's contribution to the suffragette movement should not be overlooked and I think it would be a valuable addition to the leaving certificate history course. (8)

13/15

21/25

8/10

42/50

Note: The Research essay is not included here

Title of the Study

The Uprisings in Paris and Prague in 1968

Outline Plan (15 marks)

14

Define the proposed area of study

I am studying the uprisings in Paris and Prague in the year 1968, with a greater focus on the case of Paris. I am also focusing on the government reactions, and analysing their effectiveness.

Justify the proposed subject of study

I think the two cases effectively portray the general pattern of their prospective governments actions, and this is an effective and interesting way to analyse their regimes on a civil level. 3

Identify the aims of your study

I hope to uncover the details of the May uprising in Paris, specifically, in writing this project. On top of this, I'd like to determine what the public opinion was at the time of the uprisings and how people eventually reacted. 2

Identify the intended the approach

My intended approach is to make great use of the internet. Although I intend to explore other sources, I have a lot of experience with the internet and have found it invaluable for research in the past. After finding sources on my topics, I will write up a summary of events, then begin my assessment. 3

Identify the sources to be consulted

My sources are a Solidarity Pamphlet from Paris 1968 (1), Wikipedia, an internet encyclopedia, (0) and the BBC news archive. (1)

Sources referenced correctly in the other page = Full marks 6

(8+6 = 14)

Evaluation of the Sources (25 marks)

1. Eyewitness account: "Paris - May 1968 Non a la Beavrocratic Solidarity Pamphlet 20 (15p)

Strengths: Written at the time of the May riots. Gives a good idea of public opinion at the time.

Weakness: Opinionated at times and thus not completely reliable for factual information

2. Web Page: "Wikipedia - May 1968" - <http://en.wikipedia.org/wiki/May-1968>

Strengths: This internet encyclopedia is a well-known and respected source of factual information. I also have had a bad experience with it in the past.

Weakness: Due to its internet base, articles on Wikipedia are vulnerable to tampering.

3. BBC News Archive: "On this day - May 13 1968"

<http://newsbbc.co.uk/onthisday/hi/dates/stories/may/13/newsid-25/2000/2512413.stm>

Strengths: very well-known and reliable. News dating back many years. Great deal of available information.

Weakness: Internet base brings reliability into question. Also, the layout of 'On this day' makes accessing specific information by anything other than date more difficult than necessary. 20

Review of the process

I went through many different topics before I decided on this one. It began with an interest in reading about the May riots on line. I later realised the fact that the Prague Spring occurred the same year, and decided to incorporate the two.

Since my original information came from the internet, it came naturally to me to use it as a source. I was careful, however, to use sites with good, reliable reputations before I took what I read as fact.

Once I gathered enough information I wrote a small factual series of events about the Paris revolt in chronological order. This was invaluable during the analysis of the French portion of the topic. When I had the idea of incorporating the Prague spring, I decided that government response and public opinion were interesting in both cases. I also realised that the government responses were signatures of each states' ruling style, and my aim became obvious - to compare and analyse these reactions.

In doing this research project I reinforced skills I already had - use of the internet, essay writing, and explored new abilities such as research outside of school textbooks and evaluation of sources. I also gained a good deal of experience in analysing political decisions. 9

14/15

20/25

9/10

43/50