

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

1. Comprehension (20 marks)

(a)	With the war in Vietnam	5M
(b)	Newspaper and television coverage	5M
(c)	It caused it to collapse	5M
(d)	Violence/bombs and rifles	5M

2. Comparison (20 marks)

(a) **Yes**, both documents show that the Vietnam War was the enemy of the poor.
Answers may include points such as the following:

Document A: The writer does not seem to believe government officials who say that the US can afford both the war in Vietnam and the reforms of the Great Society. Congress is burdened with “war costs” and this leads to neglect of “social problems”. The public, faced with media coverage of the horrors of war may stop supporting anti-poverty programmes at home. American cities are “exploding in violent protest” which is “largely because of neglect”, according to Fulbright. This neglect has arisen because the government is preoccupied with events in Vietnam. Poor people in Vietnam are also victims of the war. The writer says the US is pursuing a “savage” war against “poor people in a small and backward country”.

Document B: MLK says directly that the war as “the enemy of the poor”. He links the build-up to the war in Vietnam to the collapse of the Poverty Programme at home. He believes that the “necessary funds” needed to help the poor are instead being diverted to the war. It is the sons of poor people who are sent to fight in the war in disproportionately high numbers compared to the rest of the population. In the second paragraph he addresses the problem of racism in particular rather than the issue of poverty in general. One of the reasons young black men are angry is because they are unemployed and therefore poor.

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) Document A shows more concern than document B for America’s international reputation. Answers may include points such as:

Document A: As a result of US actions in Vietnam, Fulbright believes that “much of the world is sickened” by what America seems to stand for. The word “sickened” indicates serious damage to America’s reputation abroad. Fulbright says that America offers an “image of violence” in both its domestic and foreign affairs. He characterises the war as “savage and unsuccessful”, meaning that people everywhere see American actions as both cruel and futile. America is portrayed as a bully, picking on a “small and backward” country. Fulbright believes that the US has lost its reputation as a good role model for the world, “a model of democracy and social justice”, and now symbolises “violence and undisciplined power”.

Document B: MLK is more concerned with matters at home and how the Vietnam War has interrupted social and economic progress in the US. When he refers to the war being the “enemy of the poor”, he is mainly thinking of poor people in the US. He is concerned with how the war is affecting America (and particularly its impact on poor communities in America) rather than with how America is affecting the world or seen by the world. However, when he refers to the US government as “the greatest source of violence in the world today”, this indicates that he believes that the Vietnam War has damaged America’s international reputation.

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) Yes, I can see why Senator Fulbright was considered an effective critic of aspects of American life in the 1960s. Answers may include points such as:

Fulbright refers to a wide range of problems facing US government and society in the 1960s, including the war in Vietnam and the reforms of the Great Society. However, he also brings in issues such as the need for strong leadership, problems arising due to budgetary constraints, the role of the media, and high levels of anxiety among the American public due to the many problems being experienced at that time. All these issues needed urgent consideration and Senator Fulbright was drawing public attention to these matters. He was not afraid to use strong language such as “sickened” or “violence and undisciplined power”, which may have attracted controversy, thus amplifying his criticisms. However, to be considered an “effective critic”, he might need to have offered solutions to the problems he raised, and it is impossible to say whether he did so on the basis of the extract offered here. It is probably safe to say that President Johnson would have disliked these points being made so forcefully.

6

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

(b) Yes and/or No. A “good” (or better) answer must indicate a clear understanding of what it means for a source to be objective. Answers may include points such as:

An objective source is fact based and unbiased. It should not be based on personal feelings or prejudices.

Yes, this is an objective account of events in the US in the 1960s. Even though MLK was closely involved in public events and had a personal interest in their outcome, his tone here is analytical rather than emotional. He deals not just with the immediate present, but puts events in context (“A few years ago...”) which contributes to a sense of objectivity. He refers to a range of events (the Great Society and Vietnam) and to different viewpoints (“black and white”). He refers to factually accurate developments such as the disparity between rich and poor when it came to serving in Vietnam. He tries to understand how other people feel, such as the angry young men in the ghettos, and listens to their opinions before coming to his own conclusions.

No, it is impossible for MLK to be objective because he was so intimately involved in the events he refers to. His personal feelings influence everything he says in this extract. It is a sad/despairing comment on events in the US in 1967. The “real hope” offered by the Great Society has been ruined by the programme’s “collapse”: the US will “never” invest in helping the poor as long as the war goes

on; the sons of the poor are being sent to die in “extraordinarily high numbers”. He links violence in the ghettos to the war in Vietnam and comes to the conclusion that his government is the “greatest source of violence in the world”. This is a failure of objectivity as he puts all the blame on the US government and none on social unrest in US cities or Communist aggression in Southeast Asia.

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:

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 expressed

Poor: 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:

Excellent: 14-16 marks
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 (200 marks)*and***Section 3: EUROPE AND THE WIDER WORLD (100 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)?

Ireland: Topic 3

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

1. Max. CM = 60
Max. OE = 40

2. Max. CM = 60
Max. OE = 40

NOTE: TWO elements (Cosgrave + de Valera)
If only ONE, Max. CM = 50

3. Max. CM = 60
Max. OE = 40

4. Max. CM = 60
Max. OE = 40

NOTE: TWO elements (North + South)
If only ONE, Max. CM = 50

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;
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- (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.

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- 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)?

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

2. Max. CM = 60

Max. OE = 40

NOTE: TWO elements (Success + Decline)

If only ONE, Max. CM = 50

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;
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- (vii) A good concluding paragraph or summation, which is not mere repetition.

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

9

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.

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- 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)?

3. Max. CM = 60
 Max. OE = 40

10