



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2014

Marking Scheme

Environmental and Social Studies

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

JUNIOR CERTIFICATE 2014

MARKING SCHEME

ENVIRONMENTAL AND SOCIAL STUDIES

HIGHER LEVEL

GENERAL PRINCIPLES AND MARKING SCHEME

GENERAL PRINCIPLES

1 Procedures

The procedures for marking will consist of:

- (a) Careful reading and analysis of all answers.
- (b) Allocation of marks to the components according to the agreed scheme.
- (c) Addition of the marks with attention to:
 - (i) Maximum per section
 - (ii) Maximum per question.

2 Components

- (a) Facts
 - (i) Identification of visually prepared data
 - (ii) Stating facts.
- (b) Significant Relevant Statements (SRS)
 - (i) A fact, aspect or phase of the topic
 - (ii) An explanation of a term or concept relevant to the topic
 - (iii) A valid interpretation, comment, opinion, judgement relevant to the topic
 - (iv) 2/3 tentative statements of fact, etc
 - (v) An important cause/effect
 - (vi) Valid introductory material.

3 Marking

- (a) Starting from the beginning of the answer, tick clearly thus (/) each fact or SRS.
- (b) The Cumulative Mark

Award the marks agreed on the marking scheme to each fact or SRS.
- (c) Total the marks awarded to each part of the question in the margin thus > before marking the remainder. Put in the grand total for the question number in the left-hand margin.
- (d) Read all the answers, even the excess, repeated or cancelled. The answer gaining most marks is accepted within the rubrics of the examination paper.
- (e) After each answer is marked and totalled, add the marks to those for the previous question in a box at the bottom of the page. This is a check to ensure the marks on the front cover are totalled correctly at the end.

QUESTION 1

(24 marks)

MULTIPLE CHOICE QUESTIONS

(12 marks)

12 correct answers from the following:

- 1 (c) a book written about an event
- 2 (b) digging in the ground
- 3 (a) dwelling place
- 4 (b) Shannon
- 5 (d) migration
- 6 (b) transport
- 7 (d) blue star
- 8 (b) greenhouse effect
- 9 (b) industrial estate
- 10 (a) complete change
- 11 (d) keep
- 12 (c) Norway
- 13 (b) natural gas
- 14 (a) Sweden

(1m x 12) = 12m

(B) ANCIENT WORLDS

(6 marks)

Three relevant statements on **one** topic from **one** civilisation.

(2m x 3) = 6m

(C) POLLUTION

(6 marks)

- 1 Cigarettes = 1M
52.72% (accept 52 or 53) = 1M (1 + 1) 2m
- 2 Any **ONE** valid example of food-related litter 2m
- 3 Any **ONE** valid suggestion for food providers to reduce food-related litter 2m

QUESTION 2 Choice of (A) Ulster Plantation OR (B) Brazil (24 marks)

(A) THE ULSTER PLANTATION (24 marks)

- 1 Built together/ Near the principal house (or bawn) 2m
- 2 A valid description or illustration of a bawn 2m
- 3 A valid explanation of the advantage for defence 2m
- 4 People who had lost their land/ (Native or displaced) Irish 2m
- 5 Any **TWO** planted counties (1 + 1) 2m
- 6 **ONE** Ulster county which was not planted 2m
- 7 Any **TWO** valid reasons why Ulster was planted (2 + 2) 4m
- 8 **FOUR** SRSs on how results of Ulster plantation can be seen today (2 x 4) 8m

OR

(B) BRAZIL IN THE 20TH CENTURY (24 marks)

- 1 Any **TWO** valid **pull** factors (2 + 2) 4m
- 2 Any **TWO** valid **push** factors (2 + 2) 4m
- 3 Any **THREE** valid problems experienced by people who move to the cities (2 + 2 + 2) 6m
- 4 (a) **ONE** valid reason for clearance of favelas 2m
(b) **TWO** valid reasons why it is difficult for favela-dwellers to fight the clearances (2 + 2) 4m
(c) **TWO** valid reasons why favela-dwellers might oppose the clearances (2 + 2) 4m

QUESTION 3 (A) plus (B) or (C) (24 marks)

(A) THE INDUSTRIAL REVOLUTION (12 marks)

- 1 Large/ Filthy/ Smoky/ Sooty **TWO** words (1 + 1) 2m
- 2 One-roomed/ Cold/ Damp/ Little or no furniture/ No running water, etc
TWO pieces of evidence (1 + 1) 2m
- 3 Smoke, soot, smog caused lung diseases/ Dirty water caused diarrhoea/ Cold
damp conditions could result in pneumonia, etc
TWO valid reasons (1 + 1) 2m
- 4 **THREE** SRSs on one of two headings (2 x 3) = 6m

AND

(B) WORLD WAR I *optional* (12 marks)

- 1 To observe enemy lines/ To watch out for attack 2m
- 2 To strengthen the sides of the trench/ To stop trench from flooding/ To absorb
shock waves from shelling, etc 2m
- 3 **FOUR** SRSs on one of two headings (2 x 4) = 8m

OR

(C) WORLD WAR II *optional* (12 marks)

- 1 Because they were being shot down or damaged in battle 2m
- 2 Because the RAF had different types of plane during the war 2m
- 3 **FOUR** SRSs on one of two headings (2 x 4) = 8m

QUESTION 4**(24 marks)****WORLD INEQUALITY – ACCESS TO TRANSPORT**

- 1 **FOUR** valid modes of transport (1 x 4) 4m
- 2 **TWO** problems farmers in poor countries have in getting their produce to market (2 + 2) 4m
- 3 **TWO** valid reasons why *Practical Action* did not just give the villagers trailers (2 + 2) 4m
- 4 **ONE** reason clearly expressed 4m
Poorly or incompletely expressed = 2
- 5 Proverb clearly explained 4m
Poorly or incompletely expressed = 2
- 6 **TWO** Irish organisations (2 + 2) = 4m

QUESTION 5**(24 marks)**

- 1 Slaney, Boro, Urrin, Clonmore Any **TWO** rivers (1 + 1) 2m
- 2 R702, R744, road at bottom-left corner (R730)
TWO regional roads for 1M each (1 + 1) 2m
- 3 179 metres 4m
- 4 974-978 and 315-323 (2 + 2) 4m
- 5 Coniferous plantation/ Forestry/ Woodland/ Trees 4m
- 6 **ONE** valid reason clearly expressed 4m
Poorly or incompletely expressed = 2
- 7 **TWO** valid measures at 2M each (2 + 2) 4m