



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2016

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.



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State Examinations Commission

JUNIOR CERTIFICATE 2016

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)

(A) MULTIPLE CHOICE QUESTIONS

(12 marks)

12 correct answers from the following:

- 1 (c) archivist
- 2 (b) digging in the ground
- 3 (a) Norman settlement
- 4 (c) a book written about the time
- 5 (d) distance
- 6 (b) Europe
- 7 (d) red writing
- 8 (d) finance
- 9 (c) desertification
- 10 (c) houses
- 11 (b) picnic area
- 12 (b) migration
- 13 (a) Sweden
- 14 (a) tsunami

(1m x 12) = 12m

(B) ANCIENT WORLDS

(6 marks)

Two relevant statements on **one** of the topics
from **one** of the civilisations.

(3+3) = 6m

(C) CASTLES

(6 marks)

1. Stone (1m) AND Timber (1m) 2m
2. Perimeter wall (1m) / Lookout towers (1m) or other valid feature 2m
3. Tower/ stronghold/ core of the castle 2m

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

(A) PLANTATION IN 17TH CENTURY IRELAND (24 marks)

- 1 Six 2m
- 2 Ulster Plantation 2m
- 3 Castles with bawns (1m) and without bawns (1m) 2m
- 4 London was added to the placename by King James (royal charter) in 1613/
London was added to the placename because London companies had invested
in the Plantation Such an answer = 4m
(To show how English the place had become: Such an answer = 2m)
- 5 **TWO** valid reasons (2 + 2) 4m
- 6 **TWO** terms explained (2 + 2) 4m
- 7 **THREE** SRSs on **ONE** of the four headings (2 x 3) 6m

OR

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

- 1 Lungs 2m
- 2 2004 (1m) AND 2006 (1m) 2m
- 3 **TWO** valid reasons (2 + 2) 4m
- 4 **ONE** valid reason (Good answer = 4m; Fair answer = 2m) 4m
- 5 Clear explanation of the words in the graffiti 2m
- 6 **TWO** valid reasons (2 + 2) 4m
- 7 **THREE** valid reasons (2 + 2 + 2) 6m

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

(A) THE INDUSTRIAL REVOLUTION (12 marks)

- 1 Opened and closed (trap)doors 1m
- 2 James or Joseph Birkinshaw 1m
- 3 **ONE** valid reason 2m
- 4 **ONE** change in the laws 2m
- 5 **THREE** SRSs on **ONE** of the two headings (2 x 3) 6m

AND

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

- 1 Gas masks 2m
- 2 **TWO** tasks performed by dogs (1 + 1) 2m
- 3 **FOUR** SRSs on **ONE** of the three headings (2 x 4) 8m

OR

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

- 1 USA 2m
- 2 **ONE** valid reason 2m
- 3 **FOUR** SRSs on **ONE** of the three headings (2 x 4) 8m

QUESTION 4

(24 marks)

WORLD INEQUALITY – ACCESS TO EDUCATION

- 1 40+ 2m
- 2 **ONE** from USA/ China/ Australia/ New Zealand/ Thailand/ Greenland/
Iceland/ Uruguay/ Macedonia/ Moldova 2m
- 3 Africa 2m
- 4 **THREE** SRSs at 2m each on differences between life of young person in
Ireland and in a third-world country 6m
- 5 euro11.70 2m
- 6 They were made from tyres that had worn out after ten thousand miles of
driving 2m
- 7 **ONE** way in which we reuse or recycle tyres in Ireland 2m
- 8 **TWO** SRSs at 3m each 6m

QUESTION 5**(24 marks)**

- 1 **TWO** from R568, R569 and R571 (1 + 1) 2m
- 2 **TWO** from Kenmare river, Finnihy, Reen, Sheen, Cleady, Dromoghty, Finny, Cummeenboy stream, Glashanaleora, Glashnagariv (1 + 1) 2m
- 3 **TWO** from Eirk Lough (top left), Lough Nacunna, Glas Loughs, Cumeenslaun Lake, Lough Nagannee, Lough Cummeenagross, Gortnaboul Lake, Lough Eirk (bottom right) (1 + 1) 2m
- 4 No. No sign of grey-blocked urban area on map/ Very few individual houses shown on map/ Area too steep and mountainous to be highly populated (ONE reason simply stated = 2m; well developed = 4m) 4m
- 5 For tourists/drivers to park and admire the view or to leave their car safely while they go hill-walking (ONE point simply stated = 2m; well developed = 4m) 4m
- 6 Two triangles 4m
- 7 Any **TWO** reasons why cycle routes might attract tourists to the area (EACH reason simply stated = 2m; well developed = 3m) 6m