



JUNIOR CERTIFICATE EXAMINATION, 2002

**HISTORY – HIGHER LEVEL**

GENERAL PRINCIPLES  
AND  
MARKING SCHEME

## GENERAL PRINCIPLES

1. **The procedure 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 presented data; (ii) Stating facts.
  
  - (b) Significant Relevant Statement (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 topic;
    - (iv) 2/3 tentative statements of fact, etc;
    - (v) An important cause/effect;
    - (vi) A pertinent, relevant map/illustration (may merit > 1 SRS)
    - (vii) Valid introductory material.
  
3. **Marking**
  - (a) Answers are awarded:
    - (i) A Cumulative Mark (CM);
    - (ii) An Overall Mark (OM).
  
  - (b) The Cumulative Mark (CM)

Starting from the beginning of the answer, tick clearly thus (✓) each fact or SRS. Award the mark/s agreed on the marking scheme to each fact or SRS.
  
  - (c) The Overall Mark (OM)

In making a judgement on OM, the examiner must consider the quality of the answer in the light of the set question/item.  
The total awarded for CM and OM must be shown separately.
  
  - (d) Total the marks awarded to each part of the question in the right-hand margin thus: four marks to be shown as < 4. Then proceed to mark the remainder. Put the grand total for the question, for example (30), on the left-hand margin near the question number.
  
  - (e) Read all answers, even excess, repeated or cancelled. The answer gaining most marks is accepted within the rubrics of the examination paper.

## MARKING SCHEME

JUNIOR CERTIFICATE HISTORY 2002 - Higher Level - 180 marks

### PICTURES (15 mks)

- (a) Picture A: *Crannóg*
- (i) To show what an actual crannog looked like/ As a tourist attraction/ etc  
ONE valid reason 1M
- (ii) Surrounded by water; (high perimeter) fence; Single narrow entrance;  
Lookout post above entrance; etc  
TWO features: 1 x 2 = 2M
- (iii) Wattle : woven twigs, sticks or rods  
Daub: Mud/clay 1 + 1 = 2M
- (b) Picture B1 and B2: *Stalin at Moscow-Volga Canal*
- (i) Publicity/ Propaganda/ Create a good impression 1M
- (ii) Photographs may be altered as in the case of B2  
ONE reason = 2M 2M
- (iii) Primary = 1M From the time = 1M  
Secondary + correct explanation of primary source = 0M 2M
- (c) *Map of Ireland showing population change*
- (i) ONE from Dublin, Kildare, Wicklow, Meath and Louth 1M
- (ii) 1957 1M
- (iii) Fermanagh 1M
- (iv) Economic stagnation/unemployment forced people to emigrate in search  
of work/ Promise of greater personal freedom abroad/ Standard of living  
enticed young people to leave Ireland ONE reason = 2M 2M

2. **DOCUMENTS** (15 mks)

(a) *Solemn League and Covenant*

- (i) (Their cherished position of) equal citizenship in the UK 1M
- (ii) To set up a Home Rule parliament in Ireland 1M
- (iii) Because they did not wish to see the power of the UK weakened in any way/ they agreed with the Unionists' stand/ they too were against HR/ they wanted to keep the Union intact/ etc 1M
- (iv) Any TWO reasons  
Disastrous to the material well-being of Ulster/ Ireland;  
Subversive of their civil/religious freedom; Destructive of their citizenship; Perilous to the unity of the British Empire 1 x 2 = 2M
- (v) Any TWO actions  
Set up the UVF (to resist HR with physical force if necessary);  
Illegally landed arms at Larne to supply UVF; Persuaded House of Lords to delay 1912 HR Bill; Called on followers to fight in WW1 to show loyalty to UK; Organised rallies and protest meetings 1 x 2 = 2M

(b) *Cathal Brugha's anti-Treaty speech*

- (i) He compares it to the difference between "a draught of water and a draught of poison"/ We would accept being British subjects (we would not be doing that in the alternative) 1M
- (ii) The "national tradition" was that of refusing to see ourselves as British subjects loyal to the monarch. 1M
- (iii) A business example 1M
- (iv) The English government/The King 1M
- (v) Any TWO reasons  
We would not be going into the British Empire; Our representatives would not have to take an oath of allegiance; There would be no representative of the British crown in Ireland. 1 x 2 = 2M
- (vi) Any TWO valid arguments (Irish or British)  
Irish: it ended the fighting/ it gave us control over our own affairs/ we could use it to achieve greater freedom/ etc  
British: Ireland remained in the Commonwealth/ the Unionists were looked after/ etc 2 x 2 = 2M

3. **SHORT ANSWER QUESTIONS (20 mks)**

- (i) TWO elements asked for  
Artefact: man-made object – examples acceptable;  
Megalith: large stone/ large stone tomb/ court cairn, dolmen, passage tomb;  
Midden: rubbish heap/ dump;  
Posthole: organic remains of wooden construction posts 1 x 2 = 2M
- (ii) TWO elements asked for  
Name OR description. Stratigraphy; Carbon dating (radio carbon; carbon 14);  
Dendrochronology; Pollen analysis; Thermoluminescent dating; etc 1 x 2 = 2M
- (iii) They hunted wild animals, fish and they gathered wild fruit, nuts  
They were not farmers: they didn't till land nor keep animals  
"They hunted and gathered" is not sufficient: food should be stated or implied  
(They were nomads = 1M) 2M
- (iv) Form of writing 2M
- (v) TWO elements asked for  
Tuath: area or community ruled by the king;  
Fulacht Fiadh: outdoor cooking site;  
Souterrain: Underground passageway;  
Tánaiste: Deputy or heir to Taoiseach. 1 x 2 = 2M
- (vi) Open arcade/walkway around garden/lawn  
(Function on its own = 1M) 2M
- (vii) Pre-refrigeration: Spices were needed to preserve food, make it palatable  
Also medicine 2M
- (viii) TWO elements asked for  
Compass: direction-finding (North, South, etc);  
Astrolabe: position-finding (by reference to stars);  
Portolan charts: harbour-finding/ plotting course/direction;  
Log and line: finding the speed/ distance travelled by ship 1 x 2 = 2M
- (ix) Portugal 2M
- (x) TWO elements asked for  
Ideas/information spread more easily, more quickly via the printed word;  
Books became cheaper; Books led to the spread of literacy and organised  
education; etc 1 x 2 = 2M

- (xi) They paid artists, sculptors, architects to produce works of art.  
(They collected manuscripts/encouraged artists = 1M) 2M
- (xii) English: lord owned the land; Gaelic: clan owned the land/  
English: the eldest son inherited the land; Gaelic: the chieftain could not pass on  
the land to his son/ etc 2M
- (xiii) TWO elements asked for on EITHER France OR Ireland  
France: French soldiers fought on the side of the Americans/ They brought back  
revolutionary ideas to France/ Helped bankrupt the French government/ etc  
Ireland: A lot of support in Ireland because many colonists were Irish immigrants  
or their descendants/ Irish trade with America ceased/ It inspired people to seek  
freedom/ etc 1 x 2 = 2M
- (xiv) TWO elements asked for  
Britain had cheap raw materials/ ready market for finished products across its  
Empire; Britain also had ample native supplies of coal/iron; The inventors were  
British; Rapidly increasing population provided workers/customers; Britain had  
wealthy merchants/landowners who were prepared to invest in industry  
(willingness to invest needed, eg: "Britain had many wealthy people" only = 0M)  
Concept of invention = 1M 1 x 2 = 2M
- (xv) Arthur Griffith 2M
- (xvi) TWO elements asked for  
Confusion at the planning stage (Good Friday – Easter Monday);  
Lack of numbers/ weapons; Confined mainly to Dublin; Strategy of taking central  
Dublin buildings and becoming a target; etc 1 x 2 = 2M
- (xvii) TWO elements asked for  
Auxiliaries: Ex British officers from World War I recruited to fight the rebels;  
The Squad: Men under control of Michael Collins who murdered British agents;  
Flying Columns: IRA (Volunteer) units using speedy hit-and-run tactics;  
Black and Tans: Former British soldiers from World War I to fight rebels.  
1 x 2 = 2M
- (xviii) It set up a separate Northern Ireland/ It paved the way for partition 2M
- (xix) TWO elements asked for  
Post-war disillusion in Italy and Germany; Unemployment; Fear of Communism;  
etc (The answer may be specific to one country) 1 x 2 = 2M
- (xx) TWO elements asked for. Must pertain to period 1945-2000.  
(Joining EU = 1M; Consequence of joining EU = 1M) 2M

#### 4. PEOPLE IN HISTORY (40 mks)

Mark on SRS principle. SRS = 2M 2 x 8 = 16M max for CM

Mark OM as follows:

Excellent/V.good 4M	V.good/good 3M	Good/fair 2M	Fair/weak 1M	No merit zero OM
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*Candidates do A (i), A (ii), or A (iii) -*

- A (i) **Monk in monastery in early Christian Ireland**  
Take care not to credit material which relates exclusively to the medieval monastery.
- A (ii) **Renaissance painter/sculptor from outside Italy**  
Painter/sculptor must be named. Answer must refer to the named person.  
Italian persons score zero OM. Do not award marks for the name.
- A (iii) **Settler on an Irish plantation**  
Plantation must be named. Answer must refer to the named plantation, otherwise penalise on OM. Do not award marks for the name of the plantation.

*Candidates do B(i), B(ii) or B(iii) -*

- B (i) **Landlord in Ireland, c. 1850 OR factory owner in England, c. 1850 OR mine owner in England, c. 1850**  
In case of factory/mine owner, conditions in the factory/mine are valid if made relevant.
- B (ii) **Old woman describes changes in role of women, 1945-2000**  
Answers must pertain to the period, 1945-2000. Reward answers which convey the “before and after” of change.
- B (iii) **Political leader in Republic of Ireland, 1949-85**  
Any political leader, all or part of whose political career falls between the dates, 1949-1985. A general answer, without a named politician, is acceptable. As well as political and electoral developments, material relating to social change may be made relevant also.

For full OM answers must be given from the perspective of the chosen person.

i. **REFORMATION** (30 mks)

A (i) The Popes/cardinals/bishops/clergy/hierarchy 2M

A (ii) No = 1M Evidence, ie: Any negative remark from text = 1M 2M

A (iii) THREE elements: each simple, correct explanation = 2M

Simony: buying/selling church offices;

Nepotism: giving church positions to one's relatives;

Absenteeism: clergy not living in their parish/diocese;

Pluralism: holding more than one position in the church

2 x 3 = 6M

B (i) THREE elements: each difference simply and correctly stated = 2M

Answers must relate to the named reformer.

2 x 3 = 6M

C (i) TWO elements asked for

Murdering unarmed people; Beating/stabbing those already lying injured;

Showing no respect for the dead; Mutilation; etc

1 x 2 = 2M

C (ii) Catholics were avenging "many evils, robberies and other wicked acts committed upon them"/ the King was "determined ... to allow only his own religion"/ It happened "in the heat of the moment". 2M

2M

C (iii) ONE from three. Mark as per SRS principle.

Max CM = 8M

Max OM = 2M

OM: 2M = of considerable merit; 1M = of little merit; zero OM = of no merit

In C (iii) (a) The Council of Trent: apply the list principle to the outlawing of abuses and statements of Catholic teaching.



**6A. OUR ROOTS IN ANCIENT CIVILISATION (30 mks)**

- (i) ONE famous person/ important office holder 2M
- (ii) Use SRS principle  
(Beware of vague answers, generalisations about luxury)  $2 \times 3 = 6M$
- (iii) TWO accounts only Use SRS principle  
(Beware of vagueness and generalities) In (a) reference must be made to both food and clothing. One element only = max 6M  
 $(2 \times 4 = 8M) \times 2 = 16M$
- (iv) Mark as per SRS principle.  
ONE achievement developed may get the full 6 mks 6M

**6B. THE MIDDLE AGES, 1100-1500 (30 mks)**

- (i) Chivalry: the code of conduct of the medieval knight/ the qualities expected of an ideal knight (eg: courage, courtesy, fair play) 2M
- (ii) TWO elements asked for  
Contagious disease (eg: plague); Fire (because of timber buildings);  
Contaminated water supply (by enemies); Siege (by enemies); etc  
 $1 \times 2 = 2M$
- (iii) THREE simple and correct explanations  
Turret: a small tower projecting from the main wall of the castle;  
Moat: a deep defensive water-filled ditch around the castle;  
Keep: the main tower or stronghold of the castle;  
Portcullis: a strong heavy sliding grating acting as a gateway;  
Bailey: the outer wall or the enclosed court area of the castle.  
 $2 \times 3 = 6M$
- (iv) Mark as per SRS principle  
Max CM = 8M      Max OM = 2M  
OM: 2M = very good/good; 1M = of little merit; zero M = of no merit  
10M
- (v) Mark as per SRS principle  
Max CM = 8M      Max OM = 2M  
OM: 2M = very good/good; 1M = of little merit; zero M = of no merit  
10M

6C. **POLITICS IN 20<sup>TH</sup> CENTURY IRELAND (30 mks)**

(i) TWO elements asked for  
They had supported Britain in World War I; Sinn Fein had become very popular; 1916 Rising; People now wanted a Republic; etc  $2 \times 2 = 4M$

(ii) This may be answered on the exam paper. Please check and credit.

(1)	Craig	1M	
(2)	Unionist	1M	
(3)	Gerrymandering	1M	
(4)	O'Neill	1M	
(5)	Nationalist/Catholic/Religious	1M	
(6)	Internment	1M	$1 \times 6 = 6M$

(iii) Mark as per SRS principle. TWO accounts.  
Max CM = 8M Max OM = 2M  
OM: 2M = very good/good; 1M = of little merit; zero M = of no merit

In (d) material relating to North and South is acceptable.

$$(8 + 2 = 10) \times 2 = 20M$$

6D. **INTERNATIONAL RELATIONS IN 20<sup>TH</sup> CENTURY (30 mks)**

(i) TWO elements asked for  
Methods used in the Nazis' coming to power are acceptable.  $2 \times 2 = 4M$

(ii) This may be answered on the exam paper. Please check and credit.

(1)	Rhineland	1M	
(2)	Mussolini	1M	
(3)	Anschluss/Union	1M	
(4)	Sudetenland	1M	
(5)	Czechoslovakia	1M	
(6)	Appeasement	1M	$1 \times 6 = 6M$

(iii) Mark as per SRS principle. One account only.  
Max CM = 8M Max OM = 2M  
OM: 2M = very good/good; 1M = of little merit; zero M = of no merit  
 $8 + 2 = 10M$

(iv) Mark as per SRS principle. One account only.  
Max CM = 8M Max OM = 2M  
OM: 2M = very good/good; 1M = of little merit; zero M = of no merit  
Credit all material where a causal link with the Allied victory is at least implied. Description of one specific event/battle = max 4M  
 $8 + 2 = 10M$