



Coimisiún na Scrúduithe Stáit
State Examinations Commission

JUNIOR CERTIFICATE 2009

MARKING SCHEME

HISTORY

HIGHER LEVEL

JUNIOR CERTIFICATE EXAMINATIONS, 2009

HISTORY - HIGHER LEVEL

MARKING PROCEDURES

1. The procedure for marking will consist of:

Careful reading and analysis of all the answers.

Allocation of marks to the components according to the agreed scheme.

Addition of the marks with attention to:

- (i) maximum per section;
- (ii) maximum per question.

2. **Components**

Facts

- (i) Identification of visually presented data;
- (ii) Stating facts.

Significant Relevant Statement (SRS)

- (i) A major 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, judgment relevant to the topic;
- (iv) 2/3 tentative statements of fact, etc;
- (v) An important cause / effect;
- (vi) A pertinent relevant map / illustration (a map or illustration may merit more than one 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 judgment on OM, the examiner must consider the quality of the answer in the light of the set question.

The total awarded for CM and OM must be shown separately
e.g. $5+2 = <7$

- (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 the answers even excess, repeated or cancelled. The answer gaining most marks is accepted, within the rubrics of the examination paper.

NB 'Etc.' is used in the Marking Scheme to indicate that other answers may be acceptable; in all other cases, only the answer given in the scheme or 'words to that effect' may be awarded marks.

JUNIOR CERTIFICATE HISTORY
Higher Level 2009
Marking Scheme

1. **PICTURES** (15 marks)

(a) Picture A: *Medieval monk working as scribe.*

- (i) Vellum/ Parchment/ Quill/ Ink, etc.
ONE tool or material 1M
- (ii) The printing press had not been invented/ Books had to be copied by hand/ They were letter writers for lords or kings/ Few people could write, etc.
ONE reason 2M
- (iii) Religious services/ Health care/ Education/ Refuge for travellers/ Sanctuary/ Care for the poor/ Sacraments
TWO services 1 + 1 = 2M

(b) Picture B: *GPO during Easter Rising 1916.*

- (i) (Patrick) Pearse 1M
- (ii) Gunsmoke in the air/ Casualties being treated/ Frantic defence at the window, etc.
Any **TWO** valid pieces of evidence from the picture 1+1 = 2M
- (iii) Four Courts/ Mendicity Institute/ Jameson's Distillery/ Jacob's Factory/ Royal College of Surgeons/ Boland's Mills/ Westland Row Station/ South Dublin Union/ James's Street Hospital/ Roe's Distillery/ Ardee Street Bakery/ City Hall
TWO buildings 1 + 1 = 2M

(c) Picture C: *World War II posters.*

- (i) Farm work/ Gathering corn/ Factory work/ Making planes/ Making tanks
ONE example 1M
- (ii) Because so many men were in the armed forces/ To help in the war effort
ONE reason 2M
- (iii) Radar/ Dogfight tactics/ More manoeuvrable airplanes/ Home advantage, etc.
Any **TWO** valid reasons 1 + 1 = 2M

2. **DOCUMENTS** (15 marks)

(a) *Schliemann from 'Archaeology is Rubbish'.*

- (i) Troy 1M
- (ii) Jewellery 1M
- (iii) That Schliemann hadn't actually found Troy at all 1M
- (iv) Vast amounts of valuable material were destroyed in Schliemann's dig/
Some have said that what he did could be called 'deliberate vandalism'/
Schliemann wrongly tried to make the evidence fit his theory/ He did not
record what he uncovered
TWO valid reasons 1 + 1 = 2M
- (v) Radio-carbon or carbon 14 dating/ Dendrochronology or tree-ring dating/
Pollen dating/ Stratigraphy/ Inscriptions on artefacts/ References in literature,
etc
Any **TWO** valid methods 1 + 1 = 2M

(b) **Account by Major General Hawes.**

- (i) Because they never came out into the open/ Because all the shooting was done
in the back from behind walls/ Because they were prepared to hide their
weapons under women's skirts/ Because they were prepared to murder an
unarmed policeman
ONE reason 1M
- (ii) The priests played an active part/ They praised the murder of an unarmed
policeman
ONE piece of evidence 1M
- (iii) He felt that all the British casualties had now been in vain/ The rebels were
about to be beaten/ It should have been done earlier/ They should have waited
until they could have conceded from a position of strength
No = 1M; Evidence = 1M 1 + 1 = 2M
- (iv) The Black and Tans could use the same tactics as the rebels/ The regular
soldiers had to wait to be shot at before they could retaliate
ONE difference 2M
- (v) Ireland would be called the Irish Free State/ The Free State would be part of
the British Commonwealth/ Governor-General would represent the Crown in
Ireland/ Members of the Dail and Seanad would have to take an oath of
allegiance to the Crown/ Britain would retain use of the 'Treaty Ports'/
Boundary Commission to decide the border, etc.
Any **TWO** valid terms of Treaty 2M

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

Credit the best **ten** answers below. Each question is worth a max. of 2 marks.

- (i) Prehistory: the period before written records 2M
- (ii) First farmers/ Domestication of animals/ More permanent houses/ Improved stone tools/ Pottery/ Cloth-making/ Megalithic tombs
TWO advances 1 + 1 = 2M
- (iii) Earthen ringfort (or lios/ rath)/ Stone ringfort (or cashel/ caher/ dún)/ Crannóg/ Hill-fort/ Promontory fort
TWO types of dwelling place 1 + 1 = 2M
- (iv) Torc: A type of necklace/ Jewellery
Fulachta fiadh: A cooking site/ Method of cooking
Aos Dána: People who had special skills (Accept examples)
Ogham: A form of writing/ An alphabet/ Parallel strokes on either side or across a line/ Text carved in stone
TWO explained 1 + 1 = 2M
- (v) Moat/ Drawbridge/ Portcullis/ Thick walls/ Turrets/ Gatehouse, etc.
Any **TWO** valid defensive features 1 + 1 = 2M
- (vi) Chivalry: The knight's code of conduct/ The qualities (courage, courtesy, etc) required of an ideal knight
(‘Code of conduct’ = 1M) 2M
- (vii) Demesne: The portion of the land that the lord kept for his own use
Serf: A farm worker at the bottom of the social scale/ A semi-slave on the manor/ The person who worked the lord's fields, etc.
Tithe: (One-tenth of) worker's produce that was given to the priest
Pottage: (Thick) soup or stew
Any **TWO** explained 1 + 1 = 2M
- (viii) Wealthy traders, politicians or popes were willing to sponsor artists / Roman ruins served as an inspiration / After the fall of Constantinople in 1453, many scholars fled to Italy with their Greek and Roman manuscripts, etc.
(‘Florence was wealthy’ = 0 Marks, as the connection must be made)
Any **TWO** valid reasons 1 + 1 = 2M
- (ix) Telescope/ planetary motion/ pendulum theory/ gravity/ blood circulation etc.
Any **TWO** developments from science or medicine 1 + 1 = 2M
- (x) The population increased because of more and better food and this provided workers for the factories/ The population increase meant more customers to buy goods/ People forced off the land provided the workforce in the factories, etc.
The connection must be made.
Any **ONE** way 2M

- (xi) Companies set up to improve and maintain roads
(‘They collected tolls from road-users’ = 1M) 2M
- (xii) Public works/ Distribution of Indian meal/ Soup kitchens/ Capacity of the
workhouses expanded, etc.
Any **ONE** valid action 2M
- (xiii) America: Unfair taxes/ Navigation Acts/ Stamp Act/ Britain imposing taxes
without consulting the colonists/ Boston Tea party, etc.
France: Privileges of the nobility/ Grievances of the peasants/ Involvement in
the American War of Independence/ Calling together of Estate-General, etc.
Ireland: Use of terror by the Government/ Activities of Wolfe Tone and the
United Irishmen/ Ideals of the French Revolution, etc.
Both causes cited must relate to the named country
Any **TWO** valid reasons/ events 1 + 1 = 2M
- (xiv) Ireland lost its parliament in Dublin/ Irish MPs now had to travel to parliament
in London/ Church of England and Church of Ireland were united/ Ireland to
contribute two-seventeenths to UK budget, etc.
Any **ONE** valid change 2M
- (xv) Sympathy for the executed Easter 1916 leaders/ Sinn Fein opposition to
conscription/ Disenchantment with Irish Parliamentary Party/ The Irish
people now wanted a Republic, etc.
Any **TWO** valid reasons 1 + 1 = 2M
- (xvi) The area south of a line from Limerick to Waterford line where the Anti-
Treaty forces were strongest/ An IRA or Republican stronghold 2M
- (xvii) Fine Gael/ Labour/ Clann na Poblachta/ Clann na Talún/ National Labour
TWO of these parties 1 + 1 = 2M
- (xviii) (Garret) Fitzgerald **AND** (Margaret) Thatcher 1 + 1 = 2M
- (xix) Not to go to war with one another/ To divide Poland between them, etc.
Any **ONE** term of the agreement 2M
- (xx) That post-war Germany would be divided into four zones/ That the countries
liberated from German control would be allowed elect their own governments/
That the Soviet Union would enter the war against Japan three months after
the defeat of Germany, etc.
Any **ONE** valid decision 2M

4. PEOPLE IN HISTORY (40 marks)

Answer **ONE** from A and **ONE** from B.

Mark on the SRS (Significant Relevant Statement) principle.

Each SRS = 2 Marks. [An incomplete SRS may be awarded 1 Mark – but **only at the end of a passage**]

Marks: CM Max = 16 [Content Guide: 2M x 8 = 16] **OM Max = 4**

Use the following scale when awarding OM:

VERY GOOD = 4M; GOOD = 3M; FAIR = 2M; POOR = 1M

A very good answer gets 4 OM – it does not have to be excellent.

Award 1 OM for correctly identifying the topic.

If an answer is not from the perspective of the particular person, award a max. of 3 OM. However, this does not mean that the answer must be written in the first person.

Section A

Candidates do A (i), or A (ii) or A (iii)

A (i) **A person living in a named ancient civilisation OUTSIDE of Ireland.**

The question requires the person to be placed in a specific civilisation, either named or inferred.

Valid civilisations include Ancient Rome, Ancient Greece, Ancient Egypt, Incas, Aztecs and Celts.

If the Celts are chosen, do not credit material that is specific to Ireland.

Do not award marks for naming an Ancient Civilisation.

A (ii) **A monk in an early Christian monastery in Ireland.**

Take care not to reward vague answers.

Do not credit material that relates exclusively to the medieval monastery.

Correctly identifying one of the early Irish monasteries, e.g.,

‘I am a monk in Glendalough’ = 1 SRS.

AND

‘There were also early Irish Monasteries in Clonmacnoise, Kells and Skellig Michael’ = 1 SRS.

Communal Prayers = 1 SRS max.

Round Towers = 2 SRSs max.

Two unexplained monastery features = 1 SRS.

A (iii) **A named Renaissance artist from OUTSIDE Italy.**

A specific artist (e.g. Van Eyck, Dürer, Rembrandt) must be named or implied, but no marks are awarded for the artist's name.

If the name of the artist is not mentioned, or is incorrect, but the material clearly relates to a specific artist, max. OM = 3.

Each work of art named and described = 1 SRS. Additional information may merit further SRSs.

If works are merely listed, 2 works = 1 SRS.

'Durer [or Rembrandt] painted many self-portraits' = 1 SRS.

Section B

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

B (i) **A named leader on a voyage during the Age of Exploration.**

A specific person (eg: da Gama, Columbus, Magellan) must be named or implied but no marks are awarded for naming the leader of the voyage.

If the name of the leader is not mentioned, or is incorrect, but the material clearly relates to a specific leader, max. OM = 3.

If the leader is neither named nor clearly implied from the account [i.e., voyages in general], award a maximum of 1 OM.

B (ii) **A mine OR factory worker during the Industrial Revolution.**

Beware of material that portrays life during the Industrial Revolution in a vague and/or stereotypical manner.

Reward factual material that illustrates the life and/or work of the worker and, particularly, material that demonstrates how the individual's work and/or life changed over time.

Each factory condition or factory rule mentioned and described or developed = 1SRS.

If the rules or conditions are merely mentioned, 2 rules/conditions = 1 SRS.

Each aspect of the worker's life outside the factory, e.g., home, clothing, diet, leisure, etc. = 1 SRS.

B (iii) **A person living in Southern OR Northern Ireland, 1939-1945.**

Account may describe the social/ economic/ political circumstances through which the person lived during the war years. All valid historical material from the period may be made relevant.

5. PLANTATIONS IN IRELAND (30 marks)

Source D

- A (i) Money/ Food/ Ordnance/ Artillery/ Material for building strong fortresses
ONE resource 2M
- A (ii) To defend the settlement from the native/dispossessed Irish. 2M
- A (iii) Speaking Irish/ Brehon Laws/ Gaelic inheritance system, etc.
Any **TWO** valid Gaelic customs. 1 + 1 = 2M
- A (iv) Mary (Tudor) → Laois-Offaly Plantation/ Elizabeth (I) → Munster Plantation/ James (I) → Ulster Plantation/ (Oliver) Cromwell → Cromwellian Settlement
The plantation must be that carried out by the **named** ruler. 1 + 1 = 2M

Sources E and Source F

Plantation towns

- B (i) Well defended (town walls/turrets)/ Well laid out and landscaped/ Busy port with boats in harbour/ Nearby mill to supply meal and flour, etc.
ONE valid piece of evidence from the illustration. 2M
- B (ii) Symmetrical layout/ Town square as a central feature/ Regular gardens behind each street house/ Surrounded by (stout) walls/ Londonderry was a plantation town, etc.
TWO valid pieces of evidence from the illustration. 2 + 2 = 4M

- C Mark each answer on SRS principle up to a max of 8M (8M x 2)

The answers must be on the **effects** of the **named** plantation.

Short-term and long-term effects are acceptable.

The effects may have been felt during the process of plantation itself, so that answers need not necessarily be confined to subsequent events.

In the case of each of the three headings, each clearly stated [and developed] 'effect' = 1 SRS.

If the candidate does not name a plantation directly or indirectly, award a maximum of 4CM to each part answered.

TWO accounts 8M X 2 = 16

6 A THE REFORMATION (30 marks)

- (i) Heresy: Belief or practice contrary to (Catholic) church teaching
Nepotism: The giving of (church) positions to one's relatives.
Simony: Buying/selling of church privileges (e.g. pardons), church offices or religious objects.
Pluralism: Holding of more than one (church) office at a time
Any **TWO** explanations 2 + 2 = 4M
- (ii) Luther refused to recant his criticism of the church/ Luther was declared an outlaw/ The Edict of Worms was issued
ONE result 2M
- (iii) That (German) princes could decide the religion in their own state 2M
(‘It brought the religious wars in Germany to an end’ = 1M)
- (iv) Closure of the monasteries/ Strengthened royal power in Ireland/ Led to Catholics being persecuted/ Cause of deep divisions in Northern Ireland, etc.
ONE valid effect 2M
- (v) Mark on SRS principle [Max CM = 8M Max OM = 2M]
OM: 2M = very good / good; 1M = fair / poor ; 0 mark = very poor
TWO accounts to be written (8 + 2) x 2 = 20M

6 B SOCIAL CHANGE IN 20th-CENTURY IRELAND (30 marks)

In part (iv) below, marks are to be awarded only for clearly stated, valid CHANGES.

- (i) Better farm machinery meant that fewer people were needed to work the land/ Many small farmers sold up as they could not make a decent living/ Better educated young people were not prepared to stay in the countryside/ Because more people were working in industry or services, etc.
Any ONE valid reason 2M
- (ii) Farming became a more solitary occupation/ Social and community life in the countryside suffered, etc.
Any **TWO** valid consequences 2 + 2 = 4M
- (iii) Irish people became more aware of happenings in the wider world/ British and American programmes helped to change ideas and attitudes/ Decline in more traditional forms of entertainment such as storytelling, etc.
Any **TWO** valid consequences 2 + 2 = 4M
- (iv) Mark on SRS principle [Max CM = 8M Max OM = 2M]
OM: 2M = very good / good; 1M = fair / poor ; 0 mark = very poor
Effects of the changes are valid.
TWO accounts (8 + 2) x 2 = 20M

**6 C POLITICAL DEVELOPMENTS IN 20th CENTURY IRELAND
(30 marks)**

- (i) *The Squad*: A group of men who carried out killings on the orders of Michael Collins.
Bloody Sunday(1920): The day when the Squad killed a number of British agents/ When the Black and Tans opened fire on the crowd in Croke Park/ When several republican prisoners at Dublin Castle were killed.
Irish Citizen Army: An armed group set up by Connolly/ An armed group set up to protect workers (during the 1913 lock-out)/ One of the armed groups that took part in the 1916 Rising.
Gerrymandering: The rigging of constituency boundaries (to advantage one party)
B-Specials: A part-time police force in Northern Ireland/ An anti-Nationalist police force.

Any **THREE** elements . 2M x 3 = 6M

- (ii) Mark on SRS principle [**Max CM = 10M** **Max OM = 2M**]
OM: 2M = very good / good; 1M = fair / poor ; 0 mark = very poor

- (a) Treat events prior to 1912 as ‘background’, i.e., 1 SRS max. and events after 1914 as 1SRS max.
(b) Treat events prior to 1922 as ‘background’, i.e., 1 SRS max. and events after 1932 as 1SRS max.
(c) Treat events prior to 1932 as ‘background’, i.e., 1 SRS max. and events after 1939 as 1SRS max.
(d) Treat events prior to 1959 as ‘background’, i.e., 1 SRS max. and events after 1966 as 1 SRS max.

TWO accounts (10 + 2) x 2 = 24M

6 D **INTERNATIONAL RELATIONS IN THE 20th CENTURY (30 marks)**

- (i) *March on Rome*: A fascist propaganda stunt/ Mussolini's coming to power ('Mussolini marching on Rome' **with no elaboration** = 0 marks)
Lateran Treaty: Agreement between Mussolini and Pope (1M) which recognised Vatican independence/ regulated the position of the Catholic Church in Italy/ compensated Pope for lost lands (1M)
OVRA: Secret police force/ An organisation whose job was to seek out people who opposed the Fascists
Battle for Grain: Policy to boost cereal production/ To make the country self-sufficient in grain
Pact of Steel: An alliance or agreement (1M) with Germany (1M)

Any **TWO** explanations . 2M x 2 = 4M

- (ii) Fear of another war/ Fear of Communism/ They felt that the Treaty of Versailles was too severe/ The cost of rearmament

TWO reasons 2 + 2 = 4M

- (iii) 1 → (d)
2 → (f)
3 → (e)
4 → (b)
5 → (c)
6 → (a) 1 X 6 = 6M

- (iv) Britain, the United States and the Soviet Union together were too powerful/ Germany's invasion of the Soviet Union was a major mistake/ The Allies gained complete control of the air, etc.

Any **TWO** valid reasons 2 + 2 = 4M

- (v) Mark on SRS principle [Max CM = 10M Max OM = 2M]
OM: 2M = very good / good; 1M = fair / poor ; 0 mark = very poor

(a) Berlin Blockade: Treat material up to, and including, the dividing of Berlin into 4 zones as 'background', i.e., 1 SRS max.

Korean War: Treat material up to, and including, the division of Korea in 1945 as 'background', i.e., 1 SRS max.

Cuban Missile Crisis: Treat material up to, and including, the Bay of Pigs invasion as 'background', i.e., 1 SRS max.

(b) Treat events prior to 1945 as 'background', i.e., 1 SRS max. and events after 1973 as 1 SRS max.

(c) Treat events prior to 1945 as 'background', i.e., 1 SRS max.

ONE account 10 + 2 = 12M

