



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2016

Marking Scheme

History

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 2016

MARKING SCHEME

HISTORY

HIGHER LEVEL

JUNIOR CERTIFICATE EXAMINATIONS, 2016

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 2016 Marking Scheme

1. **PICTURES** (15 marks)

- (a) Pictures A: *Parkes Castle, Co. Leitrim*
- (i) Built on a lake/ protected by water on one side/ surrounded by trees/
useful for transport or trade, etc 1M
- (ii) A bawn/ bailey 2M
- (iii) Queen Mary I/ Queen Elizabeth I/ King James I/ Oliver Cromwell
Any **TWO** rulers 1 + 1 = 2M
- (b) Picture B: *The Boston Tea Party, 1775.*
- (i) They are throwing tea (chests) into Boston Harbour. 1M
- (ii) They are disguised as Native Americans (Indians). Accept any mention
of ‘disguise’: feathers in their hair, face paint, etc 2M
- (iii) Unfair taxes/ Navigation Acts/ Stamp Act/ No representation in the
British Parliament/ The Boston Massacre/ Closure of Boston Harbour/
Restrictions on American trade/ Inspired by the ideas of the
Enlightenment, etc.
Any **TWO** valid causes 1 + 1 = 2M
- (c) Picture C: *The Yalta Conference, 1945*
- (i) Publicity/ Propaganda/ Create a good impression/ Prestige, etc. 1M
- (ii) Stalin/ Roosevelt/ Churchill 1 + 1 = 2M
- (iii) Post-war Germany would be divided into four zones/ The countries
liberated from German control would be allowed elect their own
governments/ The Soviet Union would enter the war against Japan, etc.
ONE valid definition 2M

2. **DOCUMENTS** (15 marks)

(a) ***Tilbury Speech***

- (i) For fear of treachery 1M
- (ii) To live and die among her people/ To sacrifice herself in the coming battles 1M
- (iii) Her (lieutenant) general 1M
- (iv) By their obedience to her general/ by their concord (harmony) in the camp/ by their valour (bravery) in the field 1M
- (v) “**Yes**” = 1M; **ONE** piece of evidence = 1M
“**No**” = **0M, even if the evidence is correct. Evidence alone = 1M.**
She makes several references to God: “under God”, “for my God”, “of my God”
TWO elements [Yes & piece of evidence] 1 + 1 = 2M
- (vi) **TWO** valid disadvantages, e.g. Primary sources can be difficult to find/ Sources can be fragile or broken/ Some items may need to be interpreted/ Sources can be biased/ Ill-informed/ Eyewitness accounts, may be too close to the subject, etc. 1 + 1 = 2M

(b) ***Alexander Werth.***

- (i) To use their ration cards/ authorities could not keep track of all the people dying/ could get their food. 1M
- (ii) 350 grams. 1M
- (iii) Work/ “the blueprint work went right through the winter, 1941-2” 1M
- (iv) “A worker stands up better to hardship than an intellectual”/
Andreievna singles out intellectuals that came to the Astoria looking for medical aid. 2M
- (v) Operation Barbarossa 2M

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

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

- (i) Random discovery of an artefact leads to excavation/ Known sites of ancient building or monuments/ Sites mentioned in legend or folklore/ Features seen from aerial photographs, etc.
TWO valid methods. 1 + 1 = 2M
- (ii) They hunted wild animals (for meat) and they gathered fruit or berries or nuts/ They hunted and gathered food.
(They did not farm = 1M; They hunted animals = 1M; They gathered fruit or berries or nuts = 1M; They were nomads = 1M). 2M
- (iii) Court cairn or Court/ Portal or Dolmen or Portal Dolmen/ Passage
TWO valid types 1 + 1 = 2M
- (iv) Monastery building/ Monastic artworks (e.g. round towers, high crosses, illuminated MS) / Decline of paganism / Decline in the power of the druids/ Centres of education and learning, etc.
TWO valid effects. 1 + 1 = 2M
- (v) **Note “functions”**. To set standards/ To regulate business/ To set tests for tradesmen/ To look after old or sick members, etc.
TWO valid functions 1 + 1 = 2M
- (vi) Wealthy people 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.
TWO valid reasons 1 + 1 = 2M
- (vii) Increased quantity of books available/ Increased variety of books available/ Books became cheaper/ Helped standardise the vernacular/ helped spread of the vernacular/ Helped improve education, etc.
TWO valid effects 1 + 1 = 2M
- (viii) To gain control of the spice trade/ To gain wealth/ To expand their empires/ To spread Christianity, etc.
TWO valid reasons. 1 + 1 = 2M
- (ix) Aztec 2M
- (x) A period of extreme repression or bloodshed/ An attempt to terrorise everyone into accepting the revolution/ A time when thousands were put to death by the guillotine/ Killing of nobles or priests or those suspected of going against the revolution/ An attempt by Robespierre to get rid of all those who opposed the revolution.
ONE valid definition. 2M

- (xi) A pledge by Unionists to defend the union with Britain/ A solemn promise to resist Home Rule/ A document signed by Unionists.
ONE definition 2M
- (xii) To protect the striking workers during the Lock-out/ To keep up the morale of the workers
ONE definition 2M
- (xiii) 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** reasons 1 + 1 = 2M
- (xiv) Fianna Fáil 2M
- (xv) Adopted First Programme for Economic Expansion (or Whitaker Report)/ Anglo-Irish Free Trade Agreement/ Establishment of RTE/ North-South co-operation/ Applied to join the EEC/ Announced Free Education, etc.
TWO decisions 1 + 1 = 2M
- (xvi) (Benito) Mussolini 2M
- (xvii) Synagogues were attacked (by Nazis)/ Jewish businesses were destroyed/ A number of Jews were killed (by the SS)
“Jews were attacked” = 1M; “Night of Broken Glass” = 0M
ONE valid definition 2M
- (xviii) Code-name for the Allied liberation of France (from Nazi occupation/ Battle of Normandy. D-Day= 0M
ONE valid definition 2M
- (xix) Sir Basil Brooke (Lord Brookeborough)/ Terence O’Neill/ James Chichester Clarke/ Brian Faulkner
TWO Prime Ministers 1 + 1 = 2M
- (xx) *Containment*: US policy to stop the spread of Communism.
 (Stop the spread of Communism = 1M)
- CAP*: EU policy guaranteeing farmers a fixed price for their produce.
 (Common Agricultural Policy =1M)
- Decolonisation*: Withdrawal of (European) countries from former colonies.
ONE term explained 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 an account.**]

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 1 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 farmer living in ancient (pre-Christian) Ireland.**

Candidate may choose any age from the following in ancient Ireland-
Neolithic/ Bronze Age/ Iron Age.

If the answer contains material from different historical periods, mark each separately and credit the best.

List of foods = 1SRS max.

A (ii) **A monk in a medieval monastery.**

Correctly identifying one of the monasteries in medieval Ireland, e.g,
I am a monk in Jerpoint Abbey = 1SRS.

AND

There were also monasteries in Mellifont, Boyle and Ferns = 1SRS.

Communal prayers = 1SRS max.

Monastery feature, named and explained = 1SRS.

Two unexplained monastery features = 1SRS.

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 artist's name 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 = 1SRS. Additional information may merit further SRSs.

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

'Dürer/ Rembrandt painted many self-portraits' = 1SRS.

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 relates to a specific leader, max. OM = 3.

Cortez is acceptable – up to the burning of his ships; material on his conquest of the Aztecs is treated as 'consequences', ie, 2 SRSs max.

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

Navigation equipment = 1 SRS max.

Consequences, including any later voyages, = 2 SRSs max.

NB: 'Named leader on a voyage'; the question is not about the leader's life or career

B (ii) **A person living in Ireland, North or South, during World War II, 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.

B (iii) A named leader describing a Cold War crisis:

A specific leader (eg. Stalin/Kennedy) must be named or implied but no marks are awarded for the leader's name.

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

In each case, consequences = 2 SRS max.

Berlin Blockade: Treat all material up to, and including, the dividing of Berlin into 4 zones in 1945 as 'background', ie, 1 SRS max.

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

Cuban Missile Crisis: Treat all material up to, and including, the Bay of Pigs Invasion in 1961 as 'background', ie, 1 SRS max.

OR

A historian describing the main events in the movement towards European unity, 1945-1992

Treat all pre-1945 material as 'background', ie, 1 SRS max.

Treat all post-1992 material as 2 SRS max.

OR

A supporter of an independence movement in a named African or Asian country after 1945

Treat all material up to, and including, 1945, as 'background', ie, 1 SRS max.

Note: Most of Gandhi's career was pre-1945, ie, 1 SRS max

5. From Farm to Factory (30 marks)

A. Sources D1 and D2

A (i) Weaving/ Working on a loom/ Making cloth 2M

A (ii) They get paid very little wages/They are already quite poor 2M

A (iii) Trade with colonies/ Plentiful supply of raw materials, e.g. Coal and iron/
Britain had people who were willing to invest in industry/ Population growth
fuelled demand for goods/ Agricultural revolution provided workers for the
factories, etc.

(Britain had many wealthy people/ Agricultural revolution =0M)
Any ONE valid reason 2M

A (iv) **Kay**: Invented the Flying Shuttle/ A machine that improved the process of
weaving.

Watt: Invented the (Rotary) Steam Engine

Darby: Coke for smelting iron ore/ Discovered how to convert coal into coke.
2 + 2 =4M

B. Sources E and F

B (i) “Opens up the boundless resources of the soil”/” Brings the country nearer to
the towns and the towns to the country”/ haulage of coals/ means of
communication
TWO benefits 1 + 1 =2M

B (ii) He had a very successful career in railways/ One company gave him £50,000
for his “admirable management of their affairs”/ He became extremely rich as
a result of his work in railways, etc.
Any ONE reason 2M

B (iii) **Stephenson**: “The Rocket”/ The Stockton and Darlington Railway/The
Liverpool-Manchester railway/ Stephenson gauge (for railway width) /
Designed steam locomotives/ Trains etc. **(Transport =0M)**

Telford: Designed bridges (e.g., the Menai Bridge)/ canals/ aqueducts/
Improved road design, etc. **(Transport =0M)**

Brunel: Designed the Thames Tunnel/ Clifton Suspension Bridge/ Paddington
Station/ Great Western Railway/ Docks/ Steamships e.g., The Great Western/
The Great Eastern/ The Great Britain, etc. **(Transport =0M)**

2 + 2 =4M

C. Mark the answer on SRS principle:
[Max CM = 10M Max OM = 2M]

OM: 2M = very good / good; 1M = fair / poor; 0 mark = very poor

Award 1 SRS max for background material, ie: what conditions were like prior to changes

**In the case of (a), each clearly stated & explained “development” = 1SRS.
Accept “developments” under the following headings ONLY;**

- Enclosure.
- Four-Field crop rotation
- New inventions (Accept **each** new invention, named and explained, as a separate SRS)
- End of Commonage
- Selective Breeding
- Increase in education, e.g., Arthur Young/ Establishment of Vet college

**In the case of (b), each clearly stated and developed “effort” =1SRS.
Accept “efforts” under the following headings ONLY:**

- The Factory Acts (Accept **each** new Factory Act, named and explained, as a separate SRS)
- Philanthropists e.g., Robert Owen,
- Developments in Trade Unions
- The Chartists, ie, the right to vote
- New ideas, e.g., Socialism/Communism
- Improved safety measures in the factories and mines (e.g., the Davy lamp/Newcomen’s steam engine/ Watt’s steam engine, etc.)

**In the case of (c), each clearly stated and developed “change” =1SRS.
Accept “changes” under the following headings ONLY:**

- Edwin Chadwick’s Report on the Sanitary Conditions put pressure on government to make changes.
- Migration from countryside to town linked to poverty and disease
- The Public Health Act, 1848-set up Boards of Health responsible for street cleaning, urban water supplies, building regulations, etc.
- Improvements in hospitals, e.g., Florence Nightingale’s emphasis on cleanliness and compassion.
- Developments in vaccines, e.g., Jenner and smallpox/Pasteur and rabies.
- Discovery of Germ Theory e.g., Louis Pasteur and pasteurisation/ Robert Koch and cholera and T.B.
- Developments in surgery, e.g., James Simpson and chloroform/ Joseph Lister and antiseptic spray. (Accept **each** new development in surgery, named and explained, as a separate SRS)

ONE account only

12M

6A THE REFORMATION (30marks)

(i) Absenteeism/ Pluralism/ Nepotism/ Simony/ Sale of indulgences/ Indiscipline or ignorance among clergy, etc. [**“Indulgences” = 0M**]
Any **TWO** valid reasons. 1 + 1=2M

(ii) **95 Theses**: Arguments which condemned the sale of indulgences /challenged the teachings of the Catholic Church on the nature of penance, etc.

Papal Bull: A letter from the Pope.

Edict of Worms: Luther declared an outlaw.

Any **TWO** definitions 2 + 2 = 4M

(iii) Martin Luther:
Justification by faith alone – Faith and good works needed/ The Bible is the source of all teachings – The Bible and the teaching of the Church /2
Sacraments – 7 Sacraments/ Service in the vernacular – Mass in Latin/
Differences in belief re indulgences, etc.

John Calvin:

People are predestined for heaven or hell – Faith and good works are the means of salvation /The Bible is the source of all teachings – The Bible and the teaching of the Church/ 1/2 Sacraments – 7 sacraments /Christ is not present in the Eucharist – The bread and wine become the body and blood of Christ, etc.

Candidates are not restricted to the above-named reformers; answers on the beliefs of other reformers, e.g., Ulrich Zwingli, Henry VIII, are acceptable.

Any **TWO** differences in the beliefs of any **ONE** of the reformers and those of the Catholic Church (1 + 1) X 2 = 4M

(iv) Mark the answer on SRS principle: [**Max CM = 8M Max OM = 2M**]
OM: 2M = very good / good; 1M = fair / poor; 0 mark = very poor

Emphasis must be placed on “impact”

Accept background material for 1 SRS max.

In the case of (b), give credit to material relating to Henry VIII’s desire for a divorce from Catherine of Aragon and his subsequent split from Rome.

TWO accounts to be written (8 + 2) x 2 = 20M

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

- (i) Diary/ Correspondence/ Autobiography/ Newspapers/ Census returns/
Interview/ Photographs/ Diary, etc.
Any **TWO** types 1 + 1 = 2M
- (ii) Extra funding from the EU was used to develop infrastructure (roads, etc)/
Free movement of people across Europe/ Free movement of goods/ Increased
cultural awareness/ Increased tourist numbers from EU, etc.
Any **TWO** benefits 2 + 2 = 4M
- (iii) Shift from at home entertainment to cinemas, discos, etc/ DVDs, Netflix and
streaming movies have become more popular/ Changes in traditional music
styles/ New ways to access and listen to music/ Growth in social media as a
source of entertainment, etc. **List of changes alone = 1SRS**
Any **TWO** valid changes 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
Note: 'Since 1945'.

NB Marks are to be awarded only for clearly stated, valid changes.

TWO accounts to be written (8 + 2) x 2 = 20M

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

- (i) They wanted Ireland to remain part of the UK/ Home Rule was seen as a
threat to Protestant rule/ Believed that "Home Rule means Rome Rule"/ Home
Rule would be a stepping stone to a Republic/ Irish industry might lose its
British market, etc.
Any **TWO** reasons 1 + 1 = 2M
- (ii) **Shannon Scheme:** (Hydro)-electricity power station (built at Ardnacrusha);
"Power station = 1M

Electoral Amendment Act, 1927: Stated that anyone refusing to take the oath
would not be allowed to even stand for election to the Dáil.

The Statute of Westminster: Ireland was free to leave the Commonwealth/
Ireland could change or repeal any law made for it at Westminster/ It was used
by de Valera to justify his dismantling of the Treaty
TWO terms explained 2 + 2 = 4M

- (iii) Got rid of the Oath of Allegiance/ Ended the payment of land annuities to
Britain/ Downgraded and eventually removed the office of the Governor-
General/ Removed all mention of the King from the constitution/ Dissolved
the Senate/ Removed the right of appeal to the Privy Council, etc.
TWO ways 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

- (a) The planning of the Rising forms an integral part of the topic and must not be treated as background.
- (b) The formation of the Inter-Party government forms an integral part of this topic and must not be treated as “background”.
- (c) Why the Civil Rights Movement came into being and the consequences of its activities form integral parts of this topic.

TWO accounts to be written (8 + 2) x 2 = 20M

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

(i) The “war-guilt” clause/ They had to pay reparations/ Loss of German territory/ Limits put upon German armed forces (100,000 soldiers, no airforce, no submarines, 24 battleships)/ Demilitarisation of the Rhineland/ Anschluss with Austria was forbidden, etc.
Any **TWO** valid terms. 1 + 1 = 2M

(ii) **The Enabling Act:** Allowed Hitler to rule by decree/ Rule without Parliament/ Allowed Hitler to rule as a dictator.

Night of Long Knives: The killing of leading members of the SA by Hitler/ Destruction of the SA/ The killing of hundreds of Hitler’s opponents.

Pact of Steel: Military agreement with Mussolini. “Agreement with Mussolini” = 1M
Any **TWO** valid definitions. 2+2 = 4M

(iii) 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

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

- (a) Treat developments in World War II up to German troops entering France as “background”, 1SRS max.
- (b) Treat events up to, and including, Dunkirk as “background” = 1SRS max.
Treat all material on the Blitz, eg, night time bombing of cities, evacuation, rationing, etc. as 1SRS max.
- (c) Treat events up to the Japanese attack on Pearl Harbour as “background” = 1SRS max.

TWO accounts to be written (8 + 2) x 2 = 20M