



Coimisiún na Scrúduithe Stáit  
State Examinations Commission

**JUNIOR CERTIFICATE, 2010**

**MARKING SCHEME**

**HISTORY**

**ORDINARY 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 significant 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 SRS.  
Award the mark/s agreed on the marking scheme to each 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. Note that answers earning maximum marks on CM need not necessarily earn full marks on OM.  
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 paper.

**MARKING SCHEME**  
JUNIOR CERTIFICATE HISTORY 2010 - Ordinary Level - 180 marks

1. **PICTURES** (35 mks)

**(a) *Archaeologists working on a dig***

- |       |   |    |
|-------|---|----|
| (i)   | Recording or taking notes/ Writing/ Drawing   | 3M |
| (ii)  | Measuring or taking a level   | 3M |
| (iii) | Breaking something/ Damage by elements/ Robbery, etc<br>Any <b>ONE</b> valid explanation. | 3M |

**(b) *Monks working in a scriptorium***

- |       |   |    |
|-------|---|----|
| (i)   | Writing/ Making copies (of Bible or Gospels)  | 3M |
| (ii)  | Scriptorium   | 3M |
| (iii) | Name of <b>valid</b> monastic site = 2M<br>Name of <b>correct</b> saint for that monastic site = 2M<br>Name of saint alone = Zero | 4M |

**(c) *Medieval castles***

- |       |  |    |
|-------|--|----|
| (i)   | Motte = 2M <b>and</b> Bailey = 2M  | 4M |
| (ii)  | Fresh water to drink/ Fresh fish for dinner/ Natural barrier for defence, etc<br>Any <b>ONE</b> valid reason   | 4M |
| (iii) | Because it is made of stone/ Because of its high stone walls/ Because it<br>didn't have wooden or thatched buildings, etc<br>Any <b>ONE</b> valid reason | 4M |
| (iv)  | New towns/ New surnames/ New language/ New political scene, etc<br>Any <b>ONE</b> valid example  | 4M |

2. **DOCUMENTS** (35 mks)

**(a) *Landlords in Mayo during the Great Famine***

- (i) Gave the sum of £1,000 to help them/ Gave a milk cow to every widow/  
Gave them money 3M
- (ii) To protect themselves from the heavy rain 3M
- (iii) Document 1A: Landlord evicted nobody (and helped the poor)  
Document 1B: Landlord evicted people (by pulling down some houses) 3M
- (iv) Drop in population/ Increase in emigration/ Decline in Irish language/  
Later marriage age, etc  
Any **TWO** valid results 2M + 2M = 4M
- (v) First-hand or eye-witness accounts/ Documents which come from the time  
in question 4M  
(One valid example of a primary source with no explanation = 2M)

**(b) *An Irish-speaking Englishman in a kilt***

- (i) Looking for missing goods (lost property) 2M
- (ii) The Boss/ manager 2M
- (iii) He was the only one who could speak Irish or French 2M
- (iv) England 2M
- (v) Bishop 2M
- (vi) The men were embarrassed that as Irishmen they couldn't speak their own  
native language (yet an Englishman could!)/ That only the messenger boy  
could speak Irish 4M
- (vii) Autobiography = 2M  
Valid reason = 2M 4M

3. **SHORT-ANSWER QUESTIONS** (60 marks)

(Credit the ten best answers here: max 6M x 10 = 60M)

- (i) 54 BC 6M
- (ii) Aerial photographs/ Local knowledge/ Discovery of artefacts, etc  
Any **ONE** valid reason 6M
- (iii) Education/ Care of poor/ Care of sick, etc  
Any **ONE** valid service 6M
- (iv) Fire/ Disease/ Famine/ Attack/Siege, etc  
Any **TWO** valid dangers 3M + 3M = 6M
- (v) Guild: A group of craftworkers which looked after its members and/or set  
standards for craftwork 6M
- (vi) Page/ Squire/ Dubbing/ Horsemanship/ Jousting, etc 6M
- (vii) Black Death: Bubonic plague/ Disease/ Plague 6M
- (viii) Simony/ Nepotism/ Pluralism/ Absenteeism/ Sale of indulgences, etc  
Any **ONE** valid abuse(Accept simple synonyms for any of the above) 6M
- (ix) Name of **ONE** valid reformer = 3M  
Correct city/country for that reformer = 3M 6M  
Name of city only = Zero
- (x) *95 Theses*: A set of religious arguments (or complaints against the RC Church)  
put forward by Luther  
*Papal Bull*: Formal speech/statement to the people from the Pope  
*Predestination*: Belief that God has decided our destiny in advance/ Belief that  
some of us will be saved and others will not  
Any **ONE** valid explanation 6M

- (xi) Name of **ONE** valid plantation = 3M  
Correct ruler for that plantation = 3M 6M
- (xii) Building of new towns/ New farming methods/ Religious differences/ Spread of English language or culture, etc  
Any **ONE** valid effect 3M + 3M = 6M
- (xiii) Good supplies of coal and iron/ British empire to trade with or source raw materials/ Strong business tradition/ Good skills base from school system, etc  
Any **ONE** valid reason 6M
- (xiv) Canal barges/ Steamships/ Locomotives, etc  
Any **ONE** valid method of transport 6M
- (xv) *Flying column*: IRA active service units  
*Auxiliaries*: Force of ex-officers sent to fight the IRA  
*The Squad*: Collins' unit for dealing with British agents  
Any **ONE** valid explanation 6M
- OR**
- Equal pay/ Right to vote/ More career opportunities/ More social freedom, etc  
Any **ONE** valid change 6M
- (xvi) Unhappiness with Versailles settlement/ German desire to expand/ Appeasement/ Weakness of League of Nations, etc  
Any **ONE** valid reason 6M
- (xvii) Any **ONE** historic event from:
- *The rise of the Superpowers (The Cold War), 1945-1992*
  - *Moves towards European unity, 1945-1992*
  - *African or Asian nationalism, 1945-1992*
  - *Any other historic event which followed from World War II* 6M
- (xviii) Any **ONE** important political leader = 3M  
The correct country for that leader = 3M 6M
- (xix) *Blitzkrieg*: Lightning warfare  
*Cold War*: A conflict between communism and democracy/ A conflict which, although deep, never broke into open battle  
*Empire*: Colonies in Africa and/or Asia taken over by a big European power  
*Common Market*: Six European countries  
Any **ONE** valid explanation 6M
- (xx) Deliberate lies/ Bias/ Prejudice/ Mistakes/ Transcribed wrongly, etc  
Any **ONE** valid reason 6M

4. **PEOPLE IN HISTORY** (50 marks – 25 marks x 2)

Follow the principle of **Significant Relevant Statement (SRS)** from page 2.

**Full SRS must be  
a significant and developed fact relevant  
to the chosen heading.**

Examiners are not expected to “read between the lines” in order to infer meaning or significance.

Full SRS = 4 marks

Max CM = 4M x 5 = 20M

**Cumulative mark (CM) = 20 marks**

**Overall mark (OM) = 5 marks**

**Overall mark (OM):**

Very Good – Excellent = 5

Borderline Pass = 2

Good – Very Good = 4

Some merit, but less than Pass = 1

Fair – Good = 3

No merit = 0

Do not assume that an answer with maximum CM marks should automatically earn full OM marks. Exercise professional judgement in award of OM.

Note that an answer may contain 5 full SRS, but it might not be a thorough or complete account overall. For example, an answer to A(iii) may earn full CM marks on the early life of Luther alone, but an answer exclusively on his early life would hardly attract a good/very good OM.

**For background material: Award one SRS only.**

**Candidates must answer one from Section A and one from Section B**

### SECTION A

A (i) A person living in an ancient civilisation **outside** of Ireland. Beware of vagueness.

A (ii) The explorer must be **named** and answer must clearly relate to the chosen person.

- A (iii) The Renaissance artist must be **named** and answer must clearly relate to the chosen person.

### **SECTION B**

- B (i) The revolutionary leader (France/ Ireland/ America) must be **named** and the answer must clearly relate to the chosen person.
- B (ii) A worker in a factory or mine in England around 1850. Beware of vagueness and of material which may not be valid for the period, c 1850.
- B (iii) A **named** Irish political leader (North/ South) during period, 1922-1985. Political leader must be **named** and the answer must clearly relate to the chosen person and the date parameters, 1922-1985.

### **OR**

An old person talking about social change in areas such as work, entertainment, housing and communications. Beware of vague answers and candidates straying from the point.

**SRSs should show the “before-and-after” of social change.**