



Coimisiún na Scrúduithe Stáit
State Examinations Commission

JUNIOR CERTIFICATE 2011

MARKING SCHEME

HISTORY

ORDINARY LEVEL

Main Conference Version

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 examination paper.

MARKING SCHEME
JUNIOR CERTIFICATE HISTORY 2011 - Ordinary Level - 180 marks

1. **PICTURES** (35 marks)

(a) ***Execution of Louis XVI***

- (i) King Louis is being executed/ Showing a head to the crowd/ Guillotine 3M
- (ii) To maintain public order (in case of riots or attempts to save Louis) 4M
- (iii) Any **ONE** valid explanation reason. It must apply to chosen country 4M

(b) ***Capture of an Irish rebel in Dublin, 1798***

- (i) To stop him making his escape/ Any valid answer 3M
- (ii) He is trying to fight his way out the door/ Any valid answer 4M
- (iii) Leader: eg Washington, Robespierre, Wolfe Tone = 2M
Name of **correct** country for that leader = 2M 4M

(c) ***Wanted poster for Dan Breen***

- (i) Murder 2M
- (ii) Commandant of the Third Tipperary Brigade 3M
- (iii) Any **TWO** pieces of information about Breen from the poster
2 + 2 = 4M
- (iv) He might have disguised himself/ He might have left the country/ He
might have been in hiding in a safe house, etc
Any **TWO** valid reasons 2 + 2 = 4M

2. **DOCUMENTS** (35 marks)

(a) ***1911 Census: Burke family, Aughrim, Co Galway***

- (i) Ten years 2M
- (ii) Six children 2M
- (iii) Stephen 2M
- (iv) Literacy: All the children could read and write
Language proficiency: The children couldn't speak Irish
2M + 1M = 3M
- (v) Useful for planning for the future in areas such as health or education
or any other valid reason 4M
- (vi) Diary/ Letter/ Autobiography/ Interview (oral source)/ Photograph, etc
Any **TWO** valid primary sources 2M + 2M = 4M

(b) ***Tomás Malone encounters Captain Brown outside Kilmallock***

- (i) Captain Brown 2M
- (ii) Both were driving cars 2M
- (iii) They recognised each other/ Brown stopped and Malone stopped 3M
- (iv) Brown 3M
- (v) The primary source could contain a genuine or a deliberate error/ People
make mistakes and their errors can become bedded in over time/It can be
hard to read old handwriting or microfilm copies, etc 4M
- (vi) Political leader (party leader or government minister) = 2M
Specific fact about his/her life = 2M

OR

ONE valid change in entertainment in 20th-century Ireland = 4M

4M

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

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

- | | | |
|--------|--|----|
| (i) | Before Christ | 6M |
| (ii) | <i>Bias</i> : One-sidedness in dealing with an issue
<i>Propaganda</i> : Promotion of a particular political cause
<i>Museum</i> : building in which to care for and display artefacts | 6M |
| (iii) | Because they made tools (such as arrowheads) out of stone | 6M |
| (iv) | Examples: Rome, Greece, Egypt, Incas, Aztecs = 3M
Any ONE fact about housing/burials = 3M | 6M |
| (v) | Examples: Book of Kells/ Ardagh Chalice/ Book of Durrow
Any ONE monastic artwork | 6M |
| (vi) | Curfew: (a rule which meant) people had to put out fires at a particular time in the evening | 6M |
| (vii) | Guild: an association of craftsmen (or merchants) | 6M |
| (viii) | Patron: (a wealthy person who was) sponsor of the work of artists | 6M |
| (ix) | Painters: eg Michelangelo, Leonardo, Raphael = 3M
Any ONE work by that artist = 3M | 6M |
| (x) | Writers: eg Shakespeare, Cervantes, Machiavelli = 3M
Any ONE work by that writer = 3M | 6M |

- (xi) Name of **ONE** valid plantation = 3M
 Correct ruler for **that** plantation = 3M 6M
- (xii) To bring Ireland more under English rule/ To reward loyal English or Scottish subjects, etc
 Any **ONE** valid reason 6M
- (xiii) Spread English language and culture/ Brought country more under English rule/
 Plantation towns were planned and orderly, etc
 Any **ONE** valid impact 6M
- (xiv) Enclosure/ New farm machinery/ New farming methods/ Better crop rotation/
 Better stock breeding, etc
 Any **ONE** valid change in farming 6M
- (xv) It speeded up the production and transport of goods/ Steam power in factories or mines/
 Steamships/ Locomotives, etc
 Any **ONE** valid reason 6M
- (xvi) Because of the dire conditions inside/ Because those who went in mostly never came out again, etc
 Any **ONE** valid reason 6M
- (xvii) *Blight*: disease which caused potato failure
Coffin ship: an emigrant ship
Soup kitchen: a place where soup was served to the poor 6M
- (xviii) Any **ONE** important figure during Easter 1916
 eg: any of those who signed the Proclamation, those executed, de Valera, Markievicz, MacNeill, a British commander

OR

- Any **ONE** major change in housing in 20th-century Ireland 6M
- (xix) Any **ONE** valid change in the lives of women in 20th-century Ireland 6M
- (xx) *Dictator*: a ruler who has complete power
Civil War: a war between citizens of the same country
Democracy: where people rule their country by electing representatives 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

Little or 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 B(i) 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) An archaeologist at work. All aspects of an archaeologist’s work are acceptable.

A (ii) A knight in a medieval castle. All aspects of the life of a knight and physical descriptions of the castle are acceptable.

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

SECTION B

B (i) The reformer must be **named** and answer must clearly relate to the chosen person.

B (ii) A worker in an English city in 1850. Beware of vagueness and of material which may not be valid for the period, c 1850.

B (iii) A soldier in World War II. Beware of vagueness and of material which may not be valid for World War II.

OR

A person who lived through the
Cold War **or** European unity **or** African/Asian nationalism.
Beware of vagueness and of material which may not be valid for the
chosen historical period.