Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2014

Marking Scheme

History

Ordinary 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.

JUNIOR CERTIFICATE 2014

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.
       <u>The total awarded for CM and OM must be shown separately</u>.

   (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 2014 - Ordinary Level - 180 marks

1. **PICTURES** (35 marks)

(a)   *Irish monasteries*

    (i)   Round tower   2M

    (ii)   Religious scenes/ Scenes from the Bible or the Gospels   4M

    (iii)   *Scriptorium:* A room where the monks wrote or copied from the Bible
              Manuscript: A document hand-written by monks
              Book shrine: An ornamental box in which to keep the Bible
              ONE of the terms explained
              2M for vague or incomplete explanation   4M

(b)   *1798 Rebellion*

    (i)   Picture shows British soldiers to be cruel because they are engaged in
           torture/arson/ hanging
           2M for vague or incomplete explanation   4M

    (ii)   Picture makes the rebels look foolish/stupid/ and their target practice
           seems ridiculous
           2M for vague or incomplete explanation   4M

    (iii)   Leader: Washington, Robespierre, Wolfe Tone, etc
              Any **ONE** valid leader (2M)
              Country: America, France, Ireland, as the case may be
              Country must be the home country of the named leader (2M)   4M

(c)   *IRA men on Grafton Street*

    (i)   Because they were not wearing regular uniform   2M

    (ii)   They spread out so as to make themselves less of a target   3M

    (iii)   The other people in the picture kept their distance/ They kept to the side
              out of their way/ They could see that they were armed
              Any **ONE** piece of evidence
              2M for vague or incomplete explanation   4M

    (iv)   Newspaper/ Diary/ Cartoon, etc from the same period
              Any **TWO** valid examples   2 + 2 = 4M

2.   **DOCUMENTS** (35 marks)

(a)   ***Interview with cotton factory worker***

    (i)   Because she felt poorly/ sick   2M

    (ii)   He knocked her to the floor   2M

    (iii)   Because she had knocked her food can to the floor   2M

    (iv)   Mr. Newton   2M

    (v)   They had their hair cut off   2M

    (vi)   Accidents at work/ Overcrowded living conditions/ Lack of clean water/ Lack of proper sewage systems, etc
             Any **TWO** examples   2 + 2 = 4M

    (vii)   Using different sources can help historians to establish the truth. If several different sources agree, then it is more likely to be a true version of events. If sources disagree, you have to be more careful in drawing any conclusions.
             2M for vague or incomplete explanation   4M

(b)   ***The Fennelly family***

    (i)   Six   2M

    (ii)   Alice   2M

    (iii)   James   2M

    (iv)   One year old   2M

    (v)   She might have been mistaken on one or other occasion/ Her husband filled the 1901 form and he may have been mistaken/ Sometimes people pretended to be older in the hope that they might qualify sooner for a pension, etc
             Any **ONE** plausible reason   2M

    (vi)   Perhaps they were now learning Irish at school and the older ones hadn't/ Perhaps the Gaelic League had become active in the area, etc
             Any **ONE** plausible reason   3M

    (vii)   The father had died **AND** Two older children had either died or left home
                                       2 + 2 = 4M

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

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

(i)   86 BC   6M

(ii)   Aerial photographs/ Local knowledge/ Discovery of artefacts, etc
Any **ONE** valid reason   6M

(iii)   Carbon dating/ Stratigraphy/ Pollen analysis/ Tree rings/ Thermoluminescence, etc
Any **ONE** valid dating method   6M

(iv)   Extreme weather/ Flooding/ Accidental damage to finds/ Pressure to complete dig in short time, etc
Any **ONE** valid difficulty   6M

(v)   Tools (such as arrowheads) were made out of stone   6M
"Everything was made out of stone" = 0M

(vi)   They lived by **hunting** wild animals (3M) and **gathering** berries and nuts (3M)
     6M

(vii)   Copper (3M) and Tin (3M)   6M

(viii) Black Death: Bubonic plague/ Disease/ Plague   6M

(ix)   Curfew: (a rule which meant) people had to put out fires at a particular time in the evening   6M

(x)   Guild: an association of craftsmen (or merchants)   6M

(xi)   *Leonardo da Vinci*: Painted the 'Mona Lisa', etc
Michelangelo: Carved the statue of 'David', etc
Shakespeare: Wrote 'Romeo and Juliet', etc
ONE important fact about **ONE** of them
A specific work or an aspect of his life   6M

(xii)   Caravel was a better ship/ More accurate navigation/ Europeans had bases abroad
by 1550/ The fear of the unknown was no longer there, etc
Any **ONE** valid reason for easier sea travel   6M

(xiii) Name: America **OR** France **OR** Ireland = 0M
Any **ONE** valid reason for the revolution in the named country = 6M
3M for vague or incomplete explanation   6M

(xiv)   Name: America **OR** France **OR** Ireland = 0M
Did the revolution succeed? Correct answer = 3M
Any **ONE** valid reason for the success/failure of the revolution in the named
country = 3M   6M

(xv)   Development: Seed drill, Crop rotation, Selective breeding, etc
Person: Jethro Tull, Charles Townshend, Robert Bakewell, etc as the case may be
(Development **ONLY** = 3M; Person **ONLY** = 0M)   6M

(xvi)   Development: Steam engine, Power loom, Spinning Jenny, etc
Person: James Watt, Edward Cartwright, James Hargreaves, etc as the case may
be (Development **ONLY** = 3M; Person **ONLY** = 0M)   6M

(xvii) Mass emigration/ Later marriage age/ Decline of Irish language/ More large
farms, etc
Any **ONE** valid impact of the Famine   6M

(xviii) Markievicz/ Devlin/ Geoghegan-Quinn/ O'Rourke/ Harney/ Owen/ Robinson/
Dana/ McAleese/ Burton, etc
Any **ONE** female politician

OR

Any **ONE** valid change in the lives of women in 20th-century Ireland   6M

(xix)   Leader: Hitler, Gandhi, Kennedy, etc
Country: Germany, India, USA, etc as the case may be
(Leader **ONLY** = 3M; Country **ONLY** = 0M)   6M

(xx)   *Propaganda*: Publicity to spread a certain belief system (eg: fascism)
Civil Rights: The rights of citizens to freedom and equality
Censorship: Deletion or change of material which is to be published
Any **ONE** term clearly explained
Max 3M for vague or incomplete explanation   6M

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

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

<div style="border:1px solid black">

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

</div>

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

<div style="border:1px solid black">

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

</div>

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(ii) may earn full CM marks on the early life of Martin 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 a **named** ancient civilisation **outside** of Ireland. Beware of vagueness and of answers which do not deal directly with one particular civilisation.

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) A person who lost land during the plantations in Ireland. Beware of vagueness and of answers which deal with the settlers rather than the displaced Irish.

SECTION B

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

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

B (iii) A person living in Ireland during World War II. The person may have lived north or south of the border. All aspects of life are acceptable.

OR

An old person talking about changes that have taken place in Ireland, North or South, since 1950. Beware of vagueness and of material which may not be valid for the chosen historical period, Ireland **since 1950**.