



**Coimisiún na Scrúduithe Stáit  
State Examinations Commission**

**JUNIOR CERTIFICATE EXAMINATION 2005**

**ENVIRONMENTAL AND SOCIAL STUDIES**

**CHIEF EXAMINER'S REPORT**

## CONTENTS

<b>1. Introduction</b>	<b>3</b>
<b>2. Ordinary Level</b>	<b>4</b>
2.1 The Written Examination	4
2.2 Performance of Candidates	5
2.3 Analysis of Performance in the Written Examination	6
2.4 Analysis of Performance in Research Projects and Field Studies	11
2.5 Conclusions	13
2.6 Recommendations	14
<b>3. Higher Level</b>	<b>15</b>
3.1 The Written Examination	15
3.2 Performance of Candidates	16
3.3 Analysis of Performance in the Written Examination	17
3.4 Analysis of Performance in Research Projects and Field Studies	24
3.5 Conclusions	25
3.6 Recommendations	26
<b>Appendix A: Exemplar Material</b>	<b>27</b>
<b>Appendix B: Results 2002 – 2005</b>	<b>30</b>

# 1. INTRODUCTION

## 1.1 Origins

Environmental and Social Studies had its origins in two courses which previously formed part of the Day Vocational (Group) Certificate and the Intermediate Certificate programmes. These courses were the City of Dublin Humanities Programme and the Social and Environmental Studies Programme (SESP).

In 1991 the new subject, Environmental and Social Studies, was introduced into schools and examined for the first time in 1994. The subject is examined at Junior Certificate level only, and is taken by students as an alternative to History and Geography. It is offered at both Ordinary Level and Higher Level and the same structure, format and mark allocation are applicable for both levels.

## 1.2 Structure

At both Ordinary Level and Higher Level there are three components:

- a two-hour written examination
- a personal research project on a historical topic
- a portfolio of practical work comprising a geographical field study.

The weighting of marks for each component is as follows:

<b>Component</b>	<b>Marks</b>	<b>% of Total</b>
Written Examination	120	60
Research Project – History	40	20
Field Study – Geography	40	20
<b>Total</b>	<b>200</b>	<b>100</b>

## 2. ORDINARY LEVEL

### 2.1 The Written Examination

The written examination requires candidates to answer five questions with a total mark value of 120, each question carrying 24 marks. The questions in the 2005 paper were as follows:

Question 1(A) Multiple Choice Questions (*12 marks*)

**and**

Question 1(B) Mobile phone use in Ireland (*6 marks*)

**and**

Question 1(C) Irish Settlement (*6 marks*)

Question 2(A) Plantation in seventeenth-century Ireland (*24 marks*)

**or**

Question 2(B) Brazil in the twentieth century (*24 marks*)

Question 3(A) The Industrial Revolution (*12 marks*)

**and**

Question 3(B) World War I (*12 marks*)

**or**

Question 3(C) World War II (*12 marks*)

Question 4(A) The Developed World (*8 marks*)

**and**

Question 4(B) The Developing World (*8 marks*)

**and**

Question 4(C) A Divided World (*8 marks*)

Question 5 Ordnance Survey Map and Photograph (*24 marks*)

## 2.2 Performance of Candidates

The following were the grade results for the written component of the examination, which attracted 120 marks or 60% of the total mark allocation for this subject:

### 2005 Ordinary Level Results – Written Component only: 120 marks

<b>Grade</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>NG</b>	<b>Total</b>
<b>Number</b>	67	137	154	111	23	10	0	502
<b>%</b>	13.3	27.3	30.7	22.1	4.6	2.0	0	100

When the marks obtained for the school-based components – research project and field study – were added, the following were the final grade results for this subject:

### 2005 Ordinary Level Results – All Components: 200 marks

<b>Grade</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>NG</b>	<b>Total</b>
<b>Number</b>	19	149	193	114	28	11	2	516
<b>%</b>	3.7	28.9	37.4	22.1	5.4	2.1	0.4	100

There is a discrepancy between the grade breakdown for the written examination component and that for the overall examination result. This is due to the fact that a total of 14 students submitted one or both projects, but did not sit the written examination.

See Appendix B for grade breakdowns for 2002, 2003 and 2004.

## **2.3 Analysis of Candidate Performance in the Written Examination**

### **Question 1**

**1A. 1-14** Candidates were asked to answer twelve out of fourteen multiple-choice questions. Questions 1, 2, 4, 5, 8 and 9 were correctly answered by 80% of candidates. Questions 10, 11, 12 and 13 were correctly answered by 60%. Questions 6, 7 and 14 were correctly answered by 22% of candidates, with the vast majority citing Newgrange as a “famous monastery” in question 14. Only 10% correctly answered question 3, the direction of Ireland’s prevailing wind.

The average mark for this question was 8 marks. In previous years, the answering of history questions here has been notably poorer than geography questions. This year there was not a significant difference and the examiners noted an improvement overall in the answering of question 1 (A).

**1B. 1-5** These questions were based on two pie charts showing how the use of mobile phones in Ireland increased between 2000 and 2002. The vast majority (over 90%) of candidates successfully extracted from the sources the answer to the first two questions. Question 3 was correctly answered by half of the candidates. Over 75% gave a valid answer to question 4 and over 90% gave a valid answer to question 5. The answers to questions 4 and 5 showed a good understanding of the social and health issues involved.

**1C. 1-4** These questions were based on a photograph of a Norman castle. While the vast majority of candidates (over 90%) recognised the pictured building as a castle, only half correctly associated the earliest stone castles with the Normans. In question 3, almost all candidates named one type of building material, with around 60% correctly naming two. About 70% offered valid answers to question 4, but some candidates seem

to have been confused by the wording, believing that “to capture the building in the photograph” might have meant to take a photograph of it.

## **Question 2**

In this question candidates had a choice of answering on (A) Plantation in seventeenth-century Ireland **or** on (B) Brazil in the twentieth century. Up to two-thirds of candidates answered both 2 (A) and 2 (B). As in previous years, the examiners noted that the answers to 2(B) scored much better than those to 2(A). The most likely explanation for this is that 2(B) contained mostly source-based questions, while 2(A) had more content-recall questions. This reflects a trend across the examination for candidates to perform better in answering source-based questions and better at geography than at history.

**2A. 1-10** As a stimulus, candidates were given an extract from the ‘Rules for Settlers, 1610’ in the Ulster Plantation.

Candidates answered questions 1 and 2 well, but answers to question 3 revealed a very poor understanding, with only 5% answering correctly. Questions 4, 5 and 6 – all source-based – were well answered. Only 20% correctly answered question 7, while 40% correctly answered questions 8 and 9. The answering to question 10 was disappointing, with part (b) proving the most popular choice. However, only 10% of candidates earned full marks on 10 (b).

Some candidates did not label which part of question 10 they were attempting. Less than 5% of candidates got between 20 and 24 marks. 41% of candidates got between 10 and 19 marks and 56% of candidates got between 1 and 9 marks. The average mark was 9.

Candidates would need to know more historical content to be able to do better in this question. Candidates need to be aware of the basic chronological sequence of events regarding the plantations in seventeenth-century Ireland.

**2B. 1- 9** As a stimulus, candidates were given a photograph and a passage about Brazil in the twentieth century. The answering in this question was very good. Over 60% got between 20 and 24 marks. Except for questions 1 and 9, all the questions were source-based.

There were great variations in the answer to question 1, but most managed to convey a general understanding of the term *favela*. Questions 2, 3 and 4 were answered correctly by over 75% of candidates. 50% to 60% correctly answered questions 5 and 6. Almost all got question 7 correct and over 70% got questions 8 and 9 correct.

### **Question 3**

In this question, candidates were required to answer on (A) The Industrial Revolution **and** on **either** (B) World War I **or** (C) World War II. This was the least well answered of all the questions. About 5% of candidates earned full marks, 20% achieved between 17 and 24, and 75% scored between 8 and 16 marks.

**3A. 1-6** Two picture sources were given. One showed a scene from a cotton factory and the other a scene from a cottage industry. There was also a short extract on “Factory Rules”. Overall, the answers to question 3 (A) were disappointing. Only 40% identified correctly the industries illustrated in the sources. While answers to questions 3 and 4 were satisfactory, responses to questions 2, 5 and 6 were typically weak.

**3B. 1-2** Question 1 asked candidates to judge whether six statements relating to World War I were true or false. In question 2 they were required to write a paragraph on one of four named topics from World War I.

Question 1 was not well answered. Less than 10% of candidates got full marks.

Question 2 was attempted by less than half of the candidates, with about 15% achieving full marks. The most popular choices were (c) and (b), with only a small number of candidates writing on (a) and (d).

The overall answering of this question was poor and it clearly showed that candidates at this level have a poor knowledge of World War I.

**3C. 1-2** Question 1 asked candidates to judge whether six statements relating to World War II were true or false. In Question 2 they were required to write a paragraph on one of four named topics from World War II.

Question 1 was poorly answered. Less than 7% attained full marks. Question 2 was rarely attempted, with less than 15% of candidates attaining full marks. The options, in order of popularity, were as listed on the paper, (a), (b), (c), (d).

As in the case of World War I, this question was poorly answered and it clearly showed that candidates at this level have a poor knowledge of World War II.

#### **Question 4**

This question related to the developed and developing worlds. The majority of the candidates answered this question in full. The examiners noted good use of source material in the answering of this question. 43% of candidates attained between 18 and 24 marks and 43% scored between 10 and 17 marks.

**4A. 1-4** A photograph showing traffic on an Irish street was given in this question.

Questions 1, 2 and 4 were, in the main, answered satisfactorily. Question 3 was answered correctly by about half of the candidates and examiners suspected that less able candidates may have had difficulty grasping the import of the question.

**4B. 1-5** A photograph showing work on an Irish aid project in Tanzania was given in this question.

Question 1, 2, 3 and 4 were answered correctly by 75% of candidates. Question 5 was answered correctly by about half of the candidates. Examiners suspected that some candidates failed to understand key words in the question, such as “nursery” and “friendly to the environment.”

**4C.** A cartoon relating to global inequality was given in this question.

Candidates were asked to supply the missing words in a passage which related to the cartoon. Of the six missing elements, candidates found least difficulty with the fourth and fifth, as 90% answered correctly. At the other extreme, only 30% answered the third and sixth element correctly.

**Question 5** The Ordnance Survey map and colour aerial photograph showed the Drogheda area. This question proved more popular with candidates than in former years, with less than 3% of candidates failing to attempt it. In general, it was well answered.

Questions 1 and 3, which tested general observation, were correctly answered by about 70% of the candidates. Questions 2 and 4, which tested specific map-reading skills, were correctly answered by some 40% of the candidates. Candidates had difficulty employing grid references.

Questions 5, 6, 7 and 8 were answered correctly by about half of the candidates. Questions 9 and 10 proved too difficult for most candidates, with only 25% and 10% respectively, answering correctly.

## **2.4 Analysis of Candidate Performance in Research Projects (History) and in Field Studies (Geography)**

The external monitors for research projects and field studies note that there has been an improvement from previous years in terms of access to project work, accuracy of all paperwork, school organisation and preparedness for monitors' visits, and the overall presentation and quality of research projects and field studies.

There continues to be a marked variation in standard between schools. Many of the projects submitted at Ordinary Level would have scored well at Higher Level. The perception that this is a subject predominantly for less able students offers little incentive to enter at Higher Level.

Monitors report that, in general, research projects in history did not reach the general standard prevailing in field studies. This may have been because in history projects there was an over-reliance on transcribed material with little apparent attempt to integrate or paraphrase the relevant data. The problem was often compounded by the fact that some candidates failed to signpost their sources, while the stating of precise aims and the reaching of valid conclusions were sometimes vague or absent.

Geographical field studies, more so than historical research, appeared to offer candidates the opportunity to investigate local and specific issues, leading to greater originality and leaving less room for plagiarism or transcription from textbooks.

In a minority of centres, it was evident that the statements of aims, conclusions, and sometimes even the main report itself were identical for all candidates. This raises the suspicion that such work resulted from a process of dictation and transcription, an exercise, to say the least, of dubious educational value.

The majority of teachers, however, remained mindful of their obligations in promoting and supervising genuine research. The variety of topics chosen is broad and, in many

cases, the work is original. Monitors continue to be impressed by the general high standards and noted much evidence of good practice. This includes features such as good layout, attractive illustrations, clear aims and objectives, concrete evidence of fieldwork and relevant conclusions.

A wide range of research studies was undertaken. Typical examples of History research projects presented include: aspects of ancient civilisations; plantations; Kilmainham Gaol; Georgian Dublin; famous people; historical buildings; local history and family history (sometimes from oral sources); the Great Famine; the two World Wars.

Monitors also report favourably on the wide range of field studies chosen and on the depth and originality of many of these. Typical examples of such projects include: an urban renewal study; a land use study; a study of a local area; a farm study; an ecosystem (such as seashore, river or bog); a tourism study; a shopping centre; a traffic survey.

It is noted that where candidates researched their local area, or family history, the projects were invariably of better quality than those drawn exclusively from general syllabus content. This can be attributed to the fact that in the former cases, candidates 'identify' with their research projects and take greater ownership and pride in their work.

## 2.5 Conclusions

Certain salient features emerge from the reports of the examiners and monitors:

- It seems that, because of inadequate guidance or over-management on the part of their teachers, some candidates are not benefiting from the opportunity to participate fully in personal research projects and field studies. Therefore, valuable skills and attitudes remain undeveloped.
- It is apparent that in source-based questions, candidates invariably score higher marks than in content-recall questions. However, not all questions are, or can be, sited in source materials and candidates are equally expected to have acquired, at an appropriate level, the skills of factual recall, judgement, evaluation, and analysis of cause and effect.
- In questions with internal options, it is apparent that many candidates ignore the rubrics and attempt all options. This practice, common in questions 2 and 3, can have a negative effect in terms of time management, and may help to explain why all candidates did not complete all five questions on the examination paper.
- While answering on the Ordnance Survey map and aerial photograph has continued to improve, some candidates still show evidence of difficulty in identifying basic information from the map and/or the photograph.

## 2.6 Recommendations

- In History research projects, a greater emphasis on topics such as family histories tends to allow the candidates to identify more readily with their work and thus ensure a greater probability that such research projects will be completed and will have been of lasting benefit to the candidates.
- Teachers are advised to ensure that candidates are thoroughly familiar with the format and mark allocation of the examination paper, so as to avoid answering questions which are mutually exclusive.
- Candidates should be advised to choose carefully between 2(A) and 2(B). All candidates should be encouraged to answer all necessary parts of questions. Widespread omissions are characteristic of scripts which fail to reach grade D.
- Finally, as the number of candidates taking Ordinary Level as opposed to Higher Level, is inversely proportionate to that prevailing in almost all other Junior Certificate subjects, candidates showing aptitude and ability should be strongly encouraged to enter for the Higher Level examination.

### 3. HIGHER LEVEL

#### 3.1 The Written Examination

The written examination requires candidates to answer five questions with a total marks value of 120, each question carrying 24 marks. The questions in the 2005 paper were as follows:

Question 1(A) Multiple Choice Questions (*12 marks*)

**and**

Question 1(B) Life in Ancient Civilisations (*6 marks*)

**and**

Question 1(C) World oil: supply and demand (*6 marks*)

Question 2(A) Plantations in seventeenth-century Ireland (*24 marks*)

**or**

Question 2(B) Brazil in the twentieth century (*24 marks*)

Question 3(A) The Industrial Revolution (*12 marks*)

**and**

Question 3(B) World War I (*12 marks*)

**or**

Question 3(C) World War II (*12 marks*)

Question 4(A) Agriculture in the developed and developing worlds (*12 marks*)

**and**

Question 4(B) Waste disposal in the developed and developing worlds (*12 marks*)

Question 5 Ordnance Survey Map and Photograph (*24 marks*)

### 3.2 Performance of Candidates

The following were the grade results for the written component of the examination, which attracted 120 marks or 60% of the total mark allocation for the subject:

#### 2005 Examination Results – Written Component: 120 marks

<b>Grade</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>N/G</b>	<b>Total</b>
<b>Number</b>	17	28	21	13	1	1	0	81
<b>%</b>	21.0	34.6	25.9	16.0	1.2	1.2	0	100

When the marks obtained for the school-based components - research projects and field studies - were added, the following was the final grade results for this subject.

#### 2005 Final Examination Results - All Components: 200 marks

<b>Grade</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>N/G</b>	<b>Total</b>
<b>Number</b>	4	34	33	10	0	0	0	81
<b>%</b>	4.9	42.0	40.7	12.3	0	0	0	100

See Appendix B for grade breakdowns from 2002, 2003 and 2004.

### **3.3 Analysis of Performance in the Written Examination**

#### **Question 1**

**1A. 1-14** Candidates were asked to answer twelve out of fourteen multiple-choice questions. Questions 10 and 11, both geography questions, were answered correctly by over 80% of candidates. Questions 1, 2, 4, 5, 9, 13 and 14 were correctly answered by between 40% and 60% of candidates. Questions 3, 6 and 12 were poorly answered. In general, the answering of history questions was notably poorer than that of geography questions, with the exception of question 6 and 12.

**1B.** Candidates were asked to choose an ancient civilisation from: Ancient Greece, Ancient Egypt, Ancient Rome and the Incas. They were then asked to write a paragraph on one of the following topics in relation to the chosen civilisation: (a) Dwelling Places; (b) Arts and Crafts; (c) Pastimes; (d) Burial Customs.

Approximately half of the candidates chose Ancient Egypt and up to 30% chose Ancient Rome. A small number chose Ancient Greece and nobody chose the Incas.

There were some very good answers with excellent references to the particular ancient civilisation. Weaker answers showed little or no reference to their chosen civilisation. Candidates clearly need knowledge of historical content to answer this question.

Approximately 35% got full marks, 20% got 4 marks, 18% got 2 marks, 10% got 0 marks, and 17% omitted the question. The average for this question was 3 marks.

**1C. 1-3** A map showing world oil supply and demand was given.

Candidates were asked three questions on the map. Over 90% answered questions 1 and 2 correctly. Question 3 was more demanding as candidates had to describe the main movement of oil in world trade. Over 50% of candidates answered these questions

correctly. Approximately 55% of candidates got full marks in the entire question. The average for this question was 5 marks.

The quality of answering for this question was mixed. About 35% of candidates scored between 18 and 24 marks and about 60% scored between 10 and 17 marks.

## **Question 2**

In this question, students had a choice of answering on (A) Plantations in seventeenth-century Ireland **or** (B) Brazil in the twentieth century.

Question 2(A) proved more popular than 2(B). Almost all candidates attempted 2(A) and just over half the candidates also attempted 2(B). As was the case last year, candidates did slightly better in answering 2(A) than 2(B). This contrasts with to what happens at Ordinary Level. There is a more even balance between source-based and content-recall questions in question 2 at this level than at Ordinary Level.

**2A. 1-10** Two sources were given in this question: a map of Ulster showing the planted counties and a written extract by Francis Bacon.

Questions 1, 2, 6, 7 and 8 were well answered, between 70% and 90% of candidates achieved full marks in each of these questions. Up to 50% answered question 3 correctly and in full. Over 30% answered one point correctly in this question. The rest of the answers were too vague to merit marks. Questions 4 and 5 were poorly answered, with only 10% to 20% of candidates answering correctly. Questions 3, 4 and 5 required knowledge of historical content, while the earlier questions were source-based.

Questions 9 and 10 were answered correctly by between 35% and 40% of candidates. Question 9 required analysis of the source and this proved more difficult for candidates, while question 10 demanded answers of a historical factual nature.

The average mark for this question was 14. These results are very comparable to last year's results when candidates were asked to answer on the Cromwellian Plantation. As last year, questions demanding historical knowledge elicited disappointing answers.

**2B. 1-9** Two sources were given with this question: a document extract and a photograph relating to Brazil in the twentieth century. Almost 50% of candidates did not answer this question.

The best-answered questions were 1, 2, 3, 7 and 8. All of these questions were source-based and answered correctly by between 40% and 50% of candidates. Question 4, 5, 6 and 9 were poorly answered, these questions requiring a deeper understanding of Brazil and some command of geographical terminology. These questions were answered correctly by between 15% and 20% of candidates. Candidates had difficulty in understanding question 5, particularly the word, "encounter". In question 9, examiners noted that candidates could have made better use of the source in their answers.

The average for question 2(B) was 13.5 marks which was slightly less than the average marks for 2(A). Answering was very much on a par with last year. The common weakness seems to be a lack of understanding of geographical terminology relating to Brazil.

### **Question 3**

In this question, candidates were required to answer on (A) The Industrial Revolution and on either (B) World War I or (C) World War II. About 40% of candidates did both (B) and (C). 40% of candidates did (B) only and 20% of candidates did (C) only. Candidates scored better on this question than in previous years. 50% of candidates scored between 20 and 24 marks and 38% of candidates scored between 14 and 19 marks. Candidates made good use of the source material provided.

**3A. 1-4** One source, a picture of Stephenson's Rocket, was given. Over 50% of candidates got full marks. All parts of the question were answered well.

In question 1, over 90% of candidates achieved full marks. For questions 2, 3, and 4, over 70% of candidates answered correctly. Approximately 50% of candidates answered question 5 correctly. The average for question 3(A) was 10 marks. Candidates showed a good understanding of locomotives as well as the social and economic impact of railways.

**3B. 1-4** A picture of soldiers in a trench during World War I was supplied.

Questions 1 and 2 were well answered by over 75% of candidates. Question 3 was a more difficult question, requiring recall of historical knowledge, and was well answered. Over 50% of candidates answered it correctly.

Question 4 was poorly answered. Option (d), The Treaty of Versailles, was the most popular choice. While the quality of answering varied enormously, about 50% of candidates who chose this option got full marks.

Option (a), The Causes of World War I, was the next most popular choice. About 20% of candidates chose this option but answering was poor. A small number of candidates chose option (b), The U-boat Campaign, and answering was poor. No candidate chose option (c), Gallipoli.

Over 10% of candidates achieved full marks in this question. The average for question 3(B) was 8 marks. As was the case last year, candidates scored better on World War I than on World War II.

**3C. 1-4**

A picture showing the Blitz in London was supplied.

In question 1, candidates were asked to name two countries involved in the Blitz. This was answered correctly by about 40% of candidates and a further 10% of candidates answered one country correctly. Question 3, which required recall of historical knowledge, was poorly answered. About 10% of candidates answered this question correctly.

Question 4 was poorly attempted. The most popular choice of paragraph was (d) The Concentration Camps, followed by (b) Pearl Harbour. The remaining options, (a) The Evacuation of Dunkirk and (c) The Battle of Stalingrad, were very rarely attempted.

Less than 5% of candidates achieved full marks in this question. The average in question 3(C) was 6 marks.

**Question 4**

This question related to the developed and the developing worlds and was accompanied by four photographs. One photograph related to agriculture in the developed world and another photograph related to agriculture in the developing world. The third photograph related to waste disposal in the developed world and the fourth photograph related to waste disposal in the developing world.

This was the best-answered question and this was also the case last year. 55% of candidates got between 20 and 24 marks. 32% of candidates got between 15 and 19 marks. Candidates made good use of the sources provided and showed good understanding of the issues involved.

#### **4A. 1-5**

Question 1 was answered very well. Approximately 90% of candidates answered it correctly. Candidates had some difficulty in answering question 2 and many cited Africa as a country. 40% of candidates answered this question correctly. Question 3 was answered correctly by over 50% of candidates while question 4 was answered better by over 60% of candidates. In both of these questions, candidates made good use of both photographs. Question 5 was answered reasonably well by over 60% of candidates. The average for this question was 9 marks.

#### **4B. 1-5**

All parts of this question were well answered. Almost all candidates answered questions 1 and 2 correctly. A small number of candidates gave only one reason in question 3, but generally it was well answered. 75% of candidates achieved full marks here. Both questions 4 and 5 were well answered. 95% answered question 4 correctly while 75% correctly answered question 5. The average for this question was 11 marks.

#### **Question 5**

This question was based on an Ordnance Survey and a colour aerial photograph of the Drogheda area. It was generally well answered. About 2% of candidates did not attempt the question.

Question 1 was answered correctly by over 50% of candidates. Questions 2 and 3 were well answered by about 90% of candidates. Question 4 was reasonably well answered by over 7% of candidates but some candidates wrote electricity instead of cement which was incorrect. However, it did show that they were able to use the grid reference given. But these candidates had difficulty in reading the question. Question 5 was reasonably well answered by less than 70% of candidates.

In question 6, candidates usually stated two activities but failed to show that they had used evidence from the map. For full marks, a candidate had to state two activities with suitable map evidence for each. Approximately 60% of candidates answered this question correctly.

Questions 7 and 8 were answered well by about 60% of candidates. In question 7, a number of candidates appear to have had difficulty with the wording of the question. In question 8 candidates did not take enough care in their examination of the map in relation to the number of bridges. Some candidates wrote five bridges instead of the correct number which was six.

Question 9 was answered correctly by up to 50% of candidates. Again, as in question 7, some may have experienced difficulties with the wording. Question 10 was not well answered, with only 25% answering correctly. Candidates showed that they were lacking in terminology associated with the aerial photograph i.e. left background, right foreground, etc. Some candidates showed difficulty in understanding what was required from questions 7, 9 and 10.

The average for this question was 15 marks. Candidates generally showed good skills in interpreting both the Ordnance Survey map and the aerial photograph.

### **3.4 Analysis of Candidate Performance in Research Projects (History) and in Field Studies (Geography)**

Monitors' reports attest to a relatively higher standard of work in field studies than in the personal research projects in history. This is attributed to the over-reliance on transcribed material in the research project as opposed to the use of original fieldwork in geography. In research projects and field studies, common weaknesses included lack of fieldwork evidence, failure to retain field notes, poor maps/charts, no content/ source acknowledgements, transcription and lack of originality.

The strengths and weaknesses of the project work at Ordinary level were also those typical of those at Higher Level. While there were examples of exceptionally good submissions at Higher Level, the majority were of a standard not dissimilar to those at Ordinary Level. Despite much excellent and original work, there continues to be a tendency towards a certain sameness and mediocrity in much of the project work. Ultimately this has had the effect of depressing the overall marks awarded. It will be noted that, at Higher Level, when the marks for the project work were aggregated with those for the written examination, the effect was to reduce the numbers at grades A and D and to increase the numbers at grades B and C.

### 3.5 Conclusions

Certain salient features emerge from the reports of the examiners and monitors:

- There continues to be an improvement in the completion rate of the examination paper. This year, as few as 2% did not complete the paper, omitting question 5.
- Examiners identified deficiencies in candidates' knowledge of historical content. This is particularly evident in question 1(B) Ancient Civilisation, Question 2(A) Plantations, and in question 3(B) World War I and 3(C) World War II. A lack of familiarity with certain geographical terminology was also noted.
- There was evidence of well-practised map skills, in particular the use of grid references and recognition of symbols. However, there were a few weak points, eg: part 6, the use of map evidence and question 1 part 12, calculating the area of land mapped.
- It is apparent that in questions which are entirely source-based, candidates invariably score higher marks than for those questions which require recall of syllabus content and/or some level of evaluation or judgement. This points to the conclusion that the acquisition of skills and competencies, as outlined in the syllabus objectives, is not being taken into sufficient consideration in teaching methodologies and in classroom practice.
- In questions where options are given, many students attempt mutually exclusive questions. This practice may be minimized by ensuring that students are made familiar with the format and question requirements of the examination paper.

### **3.6 Recommendations**

- Teachers should continue to encourage candidates to answer all the required number of questions and all the required parts of each question. Candidates should read questions carefully in order to get the full understanding of the questions.
- While the answering of the question on the Ordnance Survey map and the aerial photograph has improved in recent years, there are a few skills that still need to be practised by candidates. They include calculating the area of the map, using map evidence and using the correct terminology in locating and interpreting such evidence.
- Candidates should become more familiar with the historical content of the syllabus. For example, in respect of a seventeenth-century plantation, candidates should know the causes, the main terms, the effects, the ruler involved, etc. Also candidates should become familiar and comfortable with particular geographical terminology, for example in their mapwork or in their study of Brazil.
- In relation to the school-based components of the examination, a greater adherence to the marking criteria is crucial. In the field studies project, evidence of work carried out in the field is paramount and carries 37% of the mark allocation. In the personal research project, evidence of personal initiative and originality is crucial and should be apparent to external monitors.

**APPENDIX A: Exemplar Material**

**Some examples of good answers to selected questions at Higher Level**

Question 1 (B) (d)

*“Ancient Egyptians were mummified, this means that they were embalmed in cloth and put into burial chambers. Many pharaohs were buried in fancy caskets that were decorated and painted. Some pharaohs had their own faces engraved on their own caskets.”*

Question 2 (A) 5

*“Londonderry.*

*It was built on a hilltop with walls around the edges for protection.*

*When the Irish were coming to attack they would close the gates and nobody would get in.”*

*“Londonderry.*

*They enlarged the town and made houses in their own style bringing skillful people in to help.*

*They built new roadways in and out of Londonderry to make travel easier.”*

Question 2 (B) 9

*“It is used in musical entertainment as their music has a great rhythm which is in demand.”*

*“It can be used for advertising because the boy has MacDonalds on his t-shirt.”*

Question 3 (B) 4 (d)

*“The Treaty of Versailles was where people met to decide what to do with Germany. They agreed that Germany was guilty for starting the war and that they had to pay compensation. Germany was not allowed to have an army in the Rhineland. They were to have no army or air-force.”*

Question 3 (C) 4 (d)

*“Auschwitz is the most famous concentration camp. Hitler hated the Jews and wanted to get rid of them. He sent the healthy ones to work and the rest to concentration camps where they were put in a chamber and gassed to death.”*

Question 3 (C) 4 (b)

*“Two countries were involved, the U.S.A. and Japan. One night Japan sent their planes to America to drop bombs on Pearl Harbour. This was where American ships were docked. Japan did the most damage at Pearl Harbour. America went on to bomb Japan, killing loads of people.”*

Question 3 (C) 4 (c)

*“The Battle of Stalingrad is known as the turning point of the war. After this, the Germans were very weak. The Germans looked to be taking all of Russia until they reached Stalingrad. The Russian winter set in and many Germans died. This gave the Russians the chance to rebuild their army and by the end of the winter the Germans were defeated.”*

Question 4 (A) 5

*“The developed world should cancel the debt of the developing world, therefore removing a burden and giving them a chance to help themselves.”*

**APPENDIX B: Results 2002 – 2005**

**Percentage grade breakdown for Junior Certificate Higher Level, 2002-2005**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>NG</b>
2002	8.4	29.5	43.2	14.7	1.1	3.2	0
2003	9.0	41.0	40.0	9.0	1.0	0	0
2004	5.6	31.1	46.7	16.7	0	0	0
2005	4.9	42.0	40.7	12.3	0	0	0

**Percentage grade breakdown for Junior Certificate Ordinary Level, 2002-2005**

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>NG</b>
2002	3.1	25.5	36.4	24.0	5.8	3.8	1.5
2003	6.1	34.2	33.8	17.0	5.5	1.8	1.4
2004	4.7	32.6	34.4	19.6	5.0	2.7	1.0
2005	3.7	28.9	37.4	22.1	5.4	2.1	0.4