



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2013

Marking Scheme

Environmental and Social Studies

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.



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State Examinations Commission

JUNIOR CERTIFICATE 2013

MARKING SCHEME

ENVIRONMENTAL AND SOCIAL STUDIES

ORDINARY LEVEL

GENERAL PRINCIPLES AND MARKING SCHEME

GENERAL PRINCIPLES

1 Procedures

The procedures 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 prepared data
 - (ii) Stating facts.
- (b) Significant Relevant Statements (SRS)
 - (i) A 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 the topic
 - (iv) 2/3 tentative statements of fact, etc
 - (v) An important cause/effect
 - (vi) Valid introductory material.

3 Marking

- (a) Starting from the beginning of the answer, tick clearly thus (/) each fact or SRS.
- (b) The Cumulative Mark

Award the marks agreed on the marking scheme to each fact or SRS.
- (c) Total the marks awarded to each part of the question in the margin thus > before marking the remainder. Put in the grand total for the question number in the left-hand margin.
- (d) Read all the answers, even the excess, repeated or cancelled. The answer gaining most marks is accepted within the rubrics of the examination paper.
- (e) After each answer is marked and totalled, add the marks to those for the previous question in a box at the bottom of the page. This is a check to ensure the marks on the front cover are totalled correctly at the end.

QUESTION 1

(24 marks)

(A) MULTIPLE CHOICE QUESTIONS

(12 marks)

12 correct answers from the following:

- 1 (d) degrees
- 2 (b) distance
- 3 (c) rivers
- 4 (d) offices and shops
- 5 (a) red triangle
- 6 (a) scribes
- 7 (b) boat
- 8 (a) recreation
- 9 (b) The Red Cross
- 10 (c) drawbridge
- 11 (b) Normand in France
- 12 (c) wave power
- 13 (d) Britain
- 14 (d) sunlight

(1m x 12) = 12m

(B) ANCIENT WORLDS

(6 marks)

Two relevant statements on **one** of the topics
from **one** of the civilisations.

(3+3) = 6m

(C) RECYCLING WASTE

(6 marks)

- 1 **TWO** valid materials such as paper, cans, plastic, glass (2 + 1) 3m
- 2 **TWO** valid recycled products such as(2 + 1) 3m

QUESTION 2 (24 marks)
Choice of (A) Ulster Plantation OR (B) Brazil

(A) PLANTATION IN 17TH CENTURY IRELAND (24 marks)

- | | | | | | | |
|---|---|--------|-------------|--------|-------------|----|
| 1 | Catholics | 80-90% | Protestants | 10-20% | (1 + 1) | 2m |
| 2 | Catholics | 5-10% | Protestants | 90-95% | (1 + 1) | 2m |
| 3 | Any ONE valid reason for change in land ownership | | | | | 4m |
| 4 | Any ONE valid reason for Britain's plantation policy | | | | | 4m |
| 5 | Any TWO valid results of the plantations | | | | (2 + 2) | 4m |
| 6 | THREE SRS on settler OR native Irish | | | | (3 + 3 + 2) | 8m |

OR

(B) BRAZIL IN THE 20TH CENTURY (24 marks)

- | | | | | | | |
|---|---|--|--|--|-------------|----|
| 1 | Rio [de Janeiro] | | | | | 2m |
| 2 | Wood AND cardboard | | | | (1 + 1) | 2m |
| 3 | Local people working together to improve their area | | | | | 4m |
| 4 | TWO valid reasons for migration to cities | | | | (2 + 2) | 4m |
| 5 | THREE valid examples of danger in a favela | | | | (2 + 2 + 2) | 6m |
| 6 | THREE valid ways in which life in a favela could be improved | | | | (2 + 2 + 2) | 6m |

QUESTION 3 (A) plus (B) or (C) (24 marks)

(A) THE INDUSTRIAL REVOLUTION (12 marks)

- 1 **THREE** SRSs on **TWO** of the three headings:
Factory workers; Changes in farming; Urban living conditions
(2 + 2 + 2) x 2 12m

AND

(B) WORLD WAR I *optional* (12 marks)

- 1 **TWO** new weapons (1 + 1) 2m
2 The space between two armies at the battle front 2m
3 **THREE** SRSs on **ONE** of four headings (3 + 3 + 2) 8m

OR

(C) WORLD WAR II *optional* (12marks)

- 1 For protection/ To save lives 2m
2 Any **ONE** valid explanation for the boxes 2m
3 **THREE** SRSs on **ONE** of four headings (3 + 3 + 2) 8m

QUESTION 4 (24 marks)

(A) DIVIDED WORLD – EDUCATION (12 marks)

- | | | | |
|---|---|---------|----|
| 1 | Poverty | | 2m |
| 2 | Schule Mali | (1 + 1) | 2m |
| 3 | Any TWO valid reasons for poor school attendance | (1 + 1) | 2m |
| 4 | Any ONE valid reason for Yes or No | | 2m |
| 5 | Any TWO valid reasons for early school leaving | (1 + 1) | 2m |
| 6 | Any TWO valid reasons. No marks for Yes/No | (1 + 1) | 2m |
| 7 | Any FOUR differences between the classrooms | (2 x 4) | 8m |
| 8 | Bare suggestion = 2m Developed suggestion = 4m | | 4m |

QUESTION 5 (24 marks)

- | | | | |
|---|--|---------|----|
| 1 | Any TWO regional roads | (2 + 2) | 4m |
| 2 | a is TRUE 1m
b is FALSE 1m
c is FALSE 1m
d is TRUE 1m | | 4m |
| 3 | Any TWO lakes | (2 + 2) | 4m |
| 4 | Any TWO pieces of evidence of boating facilities in the photograph | (2 + 2) | 4m |
| 5 | Crannóg | | 4m |
| 6 | Any TWO suggestions regarding cycling and/or history based on the map or photograph | (2 + 2) | 4m |