



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2017

Marking Scheme

History

Higher 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.



Coimisiún na Scrúduithe Stáit
State Examinations Commission

JUNIOR CERTIFICATE 2017

MARKING SCHEME

HISTORY

HIGHER LEVEL

JUNIOR CERTIFICATE EXAMINATIONS, 2017

HISTORY - HIGHER LEVEL

MARKING PROCEDURES

1. The procedure for marking will consist of:

Careful reading and analysis of all the answers.

Allocation of marks to the components according to the agreed scheme.

Addition of the marks with attention to:

- (i) maximum per section;
- (ii) maximum per question.

2. **Components**

Facts

- (i) Identification of visually presented data;
- (ii) Stating facts.

Significant Relevant Statement (SRS)

- (i) A major 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, judgment relevant to the topic;
- (iv) 2/3 tentative statements of fact, etc;
- (v) An important cause / effect;
- (vi) A pertinent relevant map / illustration (a map or illustration may merit more than one 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 fact or SRS. Award the mark/s agreed on the marking scheme to each fact or SRS.

- (c) **The Overall Mark (OM)**
In making a judgment on OM, the examiner must consider the quality of the answer in the light of the set question.

The total awarded for CM and OM must be shown separately
e.g. $5+2 = <7$

- (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 the answers even excess, repeated or cancelled. The answer gaining most marks is accepted, within the rubrics of the examination paper.

NB 'Etc.' is used in the Marking Scheme to indicate that other answers may be acceptable; in all other cases, only the answer given in the scheme or 'words to that effect' may be awarded marks.

JUNIOR CERTIFICATE HISTORY
Higher Level 2017 Marking Scheme

1. **PICTURES** (15 marks)

(a) Picture A: *Newgrange, Co. Meath*

(i) To admit midwinter sunrise to the tomb 1M

(ii) Celtic carvings on entrance stone/ Walls built high and evenly/ Correct alignment of roofbox for sunrise, etc
Any **ONE** piece of evidence 2M

(iii) Court cairn/ Wedge (Gallery) tomb/ Portal dolmen
Any **TWO** types of tomb other than passage tomb 1 + 1 = 2M

(b) Picture B: *Trim Castle, Co. Meath.*

(i) Keep 1M

(ii) High perimeter walls/ Sentry positions/ Limited gateway access, etc
Any **TWO** defensive features other than the keep itself 1 + 1 = 2M

(iii) Banquets/ Entertainments/ Meetings/ Weddings/ Court etc.
Any **ONE** valid function of the Great Hall 2M

(c) Picture C: *Nazi youth rally*

(i) Swastika 1M

(ii) Large crowd looking happy and well-behaved/ Event is supervised by police or soldiers, etc
Any **ONE** piece of evidence 2M

(iii) Radio/ Film/ Posters/ Documentaries/ 1936 Olympics/ Hitler leadership cult/ Goebbels propaganda ministry/ Control of education/ Nazi Youth Clubs etc.
Any **TWO** means of propaganda other than rallies 1 + 1 = 2M

2. **DOCUMENTS** (15 marks)

(a) ***Sir John Davies on the Ulster plantation***

- (i) Ulster is now better organised and established 1M
- (ii) The enemies of the Reformation/ Catholics 1M
- (iii) So that British and Irish might grow up together in one nation 1M
- (iv) Peace in Ireland/ Irish loyalty to the Crown/ Kingdom which is civil, rich, mighty and flourishing
Any **TWO** valid things which the writer wishes to happen for Ireland
1 + 1 = 2M
- (v) Yes: Written by an observer who might have been a first-hand witness.
No: Written by an Englishman who could be biased because of his loyalty to the king.
ONE valid reason for Yes or No 2M

(b) ***Mary Hinchcliff on Coleraine during World War II***

- (i) Because it was large/ British ships made their final call here before Atlantic crossing/ Most westerly port in UK/ Lough Foyle was a safe harbour/ Able to take on board fresh food.
ONE valid reason 1M
- (ii) They cared for and fed them/ They prepared camp beds and meals for them/ They housed them in school buildings
Any **ONE** of the above 1M
- (iii) Make beds/ Peel vegetables/ Wash babies' bottles
Any **TWO** of the above 1 + 1 = 2M
- (iv) Because they had seen their own men go to do war service elsewhere/
Because they were glad to play their own part in the war effort locally 2M
- (v) The Blitz
Blitzkrieg = 0M 2M

3. **SHORT-ANSWER QUESTIONS** (20 marks)

Credit the best **ten** answers below. Each question is worth a max. of 2 marks.

- (i) Explanation: Evidence from a later date/ Second-hand information
Example: History textbook/ Biography, etc.
TWO elements [Explanation & Example] 1 + 1 = 2M
- (ii) Spade/ Trowel/ Brush/ Sieve/ Toothbrush, etc.
“Mechanical digger” is acceptable only if it is linked to the removal of topsoil.
TWO valid instruments 1 + 1 = 2M
- (iii) Copper/ Tin/ Gold/ Silver.
TWO valid metals 1 + 1 = 2M
- (iv) Look-out tower/ Bell tower/ Storage of valuables/ Prestige/ Place of refuge.
TWO valid functions 1 + 1 = 2M
- (v) Flying buttress/ Pointed arch/ Vaulted ceiling/ Light and airy interior/
Gargoyles, etc.
TWO valid features 1 + 1 = 2M
- (vi) Bubonic plague/ A plague or disease that killed huge numbers of people all
over Europe/ A disease that was spread by fleas on black rats.
Plague/ Disease = 1M
ONE explanation 2M
- (vii) To preserve food/ To add flavour in cooking/ They were very valuable/ For
medicinal purposes
ONE reason 2M
- (viii) To divide newly-found territory between Spain and Portugal/ Spain to get land
west of divide and Portugal to get land to the east
(If “east/west” are reversed, award 1M)
ONE definition 2M
- (ix) Selecting the best-quality animals to breed together 2M
- (x) Soup kitchens/ Public works/Import of maize from the US (Peel’s Brimstone)/
Temporary Relief Act/ Repeal of Corn Laws/ Capacity of workhouses
expanded.
Workhouses set up or workhouses alone = 0M
ONE valid action 2M

- (xi) About one million people died/ Emigration/ Later marriage age/ Decline of Irish language/ Larger farm sizes/ Population continued to fall/End of subdivision (gavelling)/ Switch from tillage to pasture/ Some landlords went bankrupt/ Bitterness towards the British, etc.
TWO valid consequences 1 + 1 = 2M
- (xii) Sinn Féin 2M
- (xiii) Clarke/ Pearse/ Connolly/ Ceannt/ McDonagh/ McDermott/ Plunkett
 Any **TWO** signatories 1 + 1 = 2M
- (xiv) The area south of a line from Limerick to Waterford where the Anti-Treaty forces were strongest/ An IRA or Republican stronghold. 2M
- (xv) Collapse of share prices (on the New York Stock Exchange)
 Consequences alone, e.g., Depression, businesses failing, banks closing, massive unemployment, etc. =1M 2M
- (xvi) **War Guilt Clause:** Term of Treaty which compelled Germany to accept responsibility for World War I. (*Article 231 = 0M*)
- Reparations:** Compensation to be paid by losers (Germany) to winners (Allies)
- Anschluss:** Any future union of Germany and Austria (was banned by Treaty)
- ONE** term explained 2M
- (xvii) German air force 2M
Air force = 1M
- (xviii) French defence line of trenches/tunnels/arms depots (along its border with Germany) 2M
- (xix) Imprisonment without trial/ Imprisonment on suspicion (of terrorism)
 (“Imprisonment” = 0M)
ONE definition 2M
- (xx) De Valera/ Lemass/ Lynch/ Haughey/ Reynolds/ Ahern/ Cowen/ Martin
 Any **TWO** leaders 1 + 1 = 2M

4. PEOPLE IN HISTORY (40 marks)

Answer **ONE** from A and **ONE** from B.

Mark on the SRS (Significant Relevant Statement) principle.

Each SRS = 2 Marks. [An incomplete SRS may be awarded 1 Mark – but **only at the end of an account.**]

Marks: CM Max = 16 [Content Guide: 2M x 8 = 16] **OM Max = 4**

Use the following scale when awarding OM:

VERY GOOD = 4M; GOOD = 3M; FAIR = 2M; POOR = 1M

A very good answer gets 4 OM – it does not have to be excellent.

Award 1 OM for correctly identifying the topic.

If an answer is not from the perspective of the particular person, award a max. of 1 OM. However, this does not mean that the answer must be written in the first person.

Section A

Candidates do A (i) or A (ii) or A (iii)

A (i) **A woman living in a named civilisation OUTSIDE of Ireland.**

The question requires the person to be placed in a specific civilisation, either named or inferred.

Valid civilisations include Ancient Rome, Ancient Greece, Ancient Egypt, Incas, Aztecs and Celts.

If the Celts are chosen, do not credit material that is specific to Ireland.

Do not award marks for naming an Ancient Civilisation.

List of foods = 1 SRS max.

Rome: Max of 2 SRSs each for Baths, Colosseum and Circus Maximus.

A (ii) **A craftsman in a medieval town.**

Take care not to reward vague answers or those which confuse content from the medieval manor or castle with that of the medieval town.

Any aspect of the life of a medieval craftsman, including training, is valid.

A (iii) **A settler who received land in a named Irish plantation.**

Do not award marks for naming the plantation.

If the plantation is neither named nor clearly implied from the account [i.e., Plantations in general], award a maximum of 1 OM.

One condition of receiving land developed = 1 SRS.

2 conditions of receiving land, without any development = 1 SRS.
Long-term consequences of the plantation = 1 SRS max.
In the case of Ulster or Munster, award 1 SRS max for the counties planted.
If the answer is exclusively from the perspective of a person who lost land, max. CM = 8 and OM = 1
If a specific settler is named, e.g., Walter Raleigh, all material on his life is relevant.

Section B

Candidates do B (i) or B (ii) or B (iii)

B (i) A worker in a factory or a mine during Industrial Revolution, c. 1850.

If the answer is exclusively from the perspective of the factory or mine **owner**, max. CM = 8 and max. OM = 1.
Beware of material that portrays life during the Industrial Revolution in a vague and/or stereotypical manner. Reward factual material that illustrates the life and/or work of the worker and, particularly, material that demonstrates how the individual's work and/or life changed over time.
Each factory condition or factory rule mentioned and described or developed = 1 SRS.
If the rules or conditions are merely mentioned, 2 rules/conditions = 1 SRS.
Each aspect of the worker's life outside the factory, e.g., home, clothing, diet, leisure, etc. = 1 SRS max each

B (ii) A British or American soldier who took part in D-Day.

Treat details of the war to 6 June 1944 as 'background' to D-Day, i.e., 1 SRS, but preparations for the Normandy landings are to be treated as an integral part of the topic.
If the answer is exclusively from the perspective of a German soldier, max. CM = 8 and max. OM = 1
Consequences of D Day = 1 SRS max.

B (iii) A named political leader in the Republic of Ireland, 1960-1985.

A specific leader (e.g. Lemass/ Lynch/ Cosgrave/ FitzGerald/ Haughey/ Reynolds) must be named or implied but no marks are awarded for the leader's name.
The person chosen must have been a leader of government, a leader of a political party or a head of state during the period 1960-1985.
Accept any political leader in the Republic, all or part of whose career as leader fell within the date parameters.

5. The Reformation (30 marks)

A. Sources D and E

A (i) Big crowd (came to hear Calvin) 2M

A (ii) Geneva 2M

A (iii) They are torturing someone/ They are stretching someone on a rack 2M

A (iv) **Predestination:** God has already ordained all that will happen.
Elders: Senior churchmen/teachers who offer advice to wrongdoers.
The Elect: Those who have been chosen (predestined) by God for salvation.
Presbyters: Elders who are involved in the correction/punishment of wrongdoers.
TWO of the above 2 + 2 =4M

B. Sources F and G

B (i) Yes OR No.
Yes: Calvin should have been able to tolerate criticism or deal with it in a Christian manner/ Public humiliation was vindictive and hateful
No: Ameaux was a city official who publicly criticised Calvin and deserved this punishment in public/ This was not severe punishment when compared with what is shown in Source E
ONE piece of evidence for Yes or No. 2M

B (ii) To highlight his punishment/ To warn others not to criticise Calvin/ The sentence was “publicly announced” because Ameaux had publicly criticised Calvin
Any **ONE** reason 2M

B (iii) The promotion of a woman to any position of power. 2M

B (iv) John Knox. 2M

C. Mark the answer on SRS principle:

[Max CM = 10M Max OM = 2M]

OM: 2M = very good / good; 1M = fair / poor; 0 mark = very poor

In the case of (a), each clearly stated and explained “impact” =1SRS.

Accept “impacts” under the following headings ONLY;

Merely stated with no explanation max 1m

- New religions introduced, e.g., Anglican/Presbyterian
- Education, e.g., TCD/ Royal schools
- Closure of monasteries
- Churches, e.g., New Protestant churches/ Catholic churches taken over
- Limited impact outside Pale, e.g., work of Jesuits/ Lack of Irish language
- Consequences, e.g., conflict in N.I./ Penal Laws

In the case of (b), each clearly stated and developed “Religious War” =1SRS.

Accept “Religious Wars” under the following headings ONLY;

Merely stated with no explanation max 1m each

- Causes of the Religious Wars
- The German Peasants’ War
- The French Wars of Religion, e.g., St Bartholomew’s Day Massacre
- The Thirty Years’ War
- The Spanish war against the English, e.g., The Spanish Armada
- Consequences, e.g., Treaties granted recognition to Protestants/ nearly 6 million dead/ eradication of the Huguenots in France

In the case of (c), each clearly stated and developed “element of the Counter-Reformation” =1SRS.

Accept under the following headings ONLY;

Merely stated with no explanation max 1m each

- Definition of the Counter Reformation, e.g., *The efforts made by the Catholic Church to reform itself (1M) and to stop the spread of Protestantism (1m)*
- The Council of Trent, e.g., reforms made/ seminaries/ Catholic Index
- The Society of Jesus (Jesuits), e.g., schools/ educated priests
- The Inquisition, e.g., Spanish/Roman
- Other new religious orders, e.g., Ursulines/ Capuchins
- Consequences, e.g., Catholic Church strengthened/ Increased education/ Baroque Art and Architecture/ limited the spread of Protestantism in Poland, Spain, France, Ireland, etc.

ONE account only

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6A THE RENAISSANCE (30 marks)

- (i) They paid artists to do works of art
ONE valid reason. 2M
- (ii) Prejudice against women/ Lack of education, etc.
Any **TWO** valid reasons 2 + 2 = 4M
- (iii) **Perspective:** Drawing which is true to real-life proportions/ Impression of 3D
Fresco: Painting done on a wall (or ceiling) while the plaster is still wet.
“Wall painting” = 1M; “A method of painting” = 0M
Sfumato: Allowing tones and colours to shade/blend gradually into one another
Any **TWO** of the above 2 + 2 = 4M
- (iv) Mark the answer on SRS principle: [**Max CM = 8M Max OM = 2M**]
OM: 2M = very good / good; 1M = fair / poor; 0 mark = very poor

Do not award marks for material that is outside the parameters of the Renaissance.

In the case of (a) also accept “Science or medicine”

In (a), (b) & (c), if the work of just one individual is dealt with, Max CM=6, OM=1

Note: Focus of the answer must be on developments, discoveries and works, not biography.

TWO accounts to be written (8 + 2) x 2 = 20M

6 B SOCIAL CHANGE IN 20th-CENTURY IRELAND (30 marks)

- (i) New home entertainment sources such as Netflix and streaming/ New ways to access and listen to music/ Growth in social media as a source of entertainment/ Cyber-bullying/ Easy access to inappropriate material such as pornography, etc.
Any **ONE** valid consequence 2M
- (ii) Electric cookers and immersions were efficient and clean compared to the old stove/ Electricity powered washing machines and driers, both labour-saving devices leaving people with more free time/ Electricity powered radios, gramophones and televisions which brought more entertainment into lives/ Electricity powered milking machines, a great labour-saving device on the farm, etc.
Any **TWO** ways in which lives have changed 2 + 2 = 4M
- (iii) Bungalows have replaced many old farmhouses/ Running water now in almost all houses/ Electricity extended to houses in the countryside/ Most houses now have central heating/ Various mod cons introduced in kitchens/ Blocks of apartments have been built in urban areas/ Housing estates have grown up on outskirts of many towns, etc
Any **TWO** valid changes 2 + 2 = 4M

- (iv) Mark on SRS principle: [Max CM = 8M Max OM = 2M]
OM: 2M = very good / good; 1M = fair / poor; 0 mark = very poor

NB Marks are to be awarded only for clearly stated, valid changes which have come into effect since 1945

TWO accounts to be written (8 + 2) x 2 = 20M

6 C POLITICAL DEVELOPMENTS IN 20th CENTURY IRELAND
(30 marks)

- (i) Rise in support for republicanism/ People came to support the Rising / They turned people against the British / Increased support for Sinn Fein, etc.
'People were angry'=1m. 'People felt sorry for them'=1m.
ONE valid consequence 2M

- (ii) **Blueshirts:** A fascist type organisation of the 1930s/A nickname for the Army Comrades' Association (or National Guard/ Young Ireland/ League of Youth) Militia which provided protection to Cumann na nGaedheal members/ A pejorative nickname for Fine Gael.
"They were led by Eoin O'Duffy" = 1M; "They were anti-Fianna Fail" = 1M;
"They wore blue uniforms" = 0M

Gerrymandering: Manipulation of constituency boundaries (to favour one party).

Mother and Child Scheme: Health scheme which proposed to give free medical care to infants and mothers (but was opposed by the Catholic Church/ IMO)

TWO terms explained 2 + 2 = 4M

- (iii) Ireland saw it as a British, not an Irish, war/ Idea of neutrality was supported by most of the population/ It showed Ireland's independence / Ireland was too weak to fight / Northern Ireland was still part of the United Kingdom

TWO reasons 2 + 2 = 4M

- (iv) Mark on SRS principle: [Max CM = 8M Max OM = 2M]
OM: 2M = very good / good; 1M = fair / poor; 0 mark = very poor

TWO accounts to be written (8 + 2) x 2 = 20M

6 D INTERNATIONAL RELATIONS IN THE 20th CENTURY (30 marks)

- (i) Disillusionment among veterans after World War I/ The Great Depression/ Mass unemployment/ Fear of communism/ Successful propaganda/ Fascists promised people what they wanted to hear, etc.
Any **ONE** valid reason 2M
- (ii) **March on Rome:** A fascist propaganda stunt/ Mussolini's coming to power. "Mussolini marched on Rome" with no elaboration = 0M
The Lateran Treaty: An agreement between Italy and the Pope (1M) which recognised the Vatican as an independent state (1M).
OVRA: The secret police/ Organisation for Vigilance and Repression of Anti-Fascism.
Any **TWO** valid explanations. 2 + 2 = 4M
- (iii) Fear of another war/ Fear of communism/ They felt that the Treaty of Versailles was too severe/ The cost of rearmament was too high/ Lack of military preparation/ Countries afraid to act alone.
Any **ONE** valid reason. 2M
- (iv) Mark on SRS principle: **[Max CM = 8M Max OM = 2M]**
OM: 2M = very good / good; 1M = fair / poor; 0 mark = very poor
ONE account to be written 8 + 2 = 10M
- (v) Mark on SRS principle: **[Max CM = 10M Max OM = 2M]**
OM: 2M = very good / good; 1M = fair / poor; 0 mark = very poor

MAXIMUM OF 1 SRS FOR CONSEQUENCES

Topic 1 - Rise of the Superpowers

An account of a **named** Cold War crisis between USA and USSR, 1945-1963
Berlin Blockade: Treat material up to, and including, the division of Berlin into 4 zones as "background", i.e., 1 SRS max.

Do **NOT** accept Warsaw Pact or Berlin Wall as consequences of the Blockade.

Korean War: Treat material up to, and including, the division of Korea in 1945 as "background", i.e., 1 SRS max.

Cuban Missile Crisis: treat material up to, and including, the Bay of Pigs Invasion in 1961 as "background", i.e., 1 SRS max/

Topic 2 - Moves towards European unity

An account of the growth of the European Union since 1957.
Treat events prior to 1957 as "background", i.e., 1 SRS max.

Topic 3 - African or Asian nationalism

An account of the main events in the independence movement of a **named** African or Asian country since 1945
Treat events prior to 1945 as "background", i.e., 1 SRS max.