

COIMISIÚN NA SCRÚDUITHE STÁIT
STATE EXAMINATIONS COMMISSION



JUNIOR CERTIFICATE EXAMINATION, 2006

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.
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 2006 - Ordinary Level - 180 marks

1. **PICTURES** (35 mks)

(a) *Dún Aengus, cliff-top fort*

- (i) To protect themselves from attack/ for religion/ for rites or ceremonies, etc 3M
- (ii) Strong stone walls/ circular shape of fort, etc 4M
- (iii) Iron tools and weapons were used/ change from stone and bronze tools, etc 4M

(b) *Craftsmen at work during the Middle Ages*

- (i) X = tailor Y = weaver 1M + 1M = 2M
- (ii) Presence of wealthy customer/ comfortable workshops/ craftsmen are well dressed/ valid evidence outside of picture, etc 3M
- (iii) An apprentice 3M
- (iv) Prejudice/ lack of training or opportunity/ role confined to home 4M

(c) *Domestic and factory workers*

- (i) Cloth-making/ spinning/ dyeing wool/ carding, etc 4M
- (ii) Work done by machines/ machines powered by engines/ long working hours/ lower pay/ profit goes to factory-owner/ children often worked in factories, etc 2M + 2M = 4M

- (iii) Workers lived in slums/ houses were overcrowded/ diseases spread easily/
pollution/ no running water or heating, etc 4M

2. **DOCUMENTS** (35 mks)

(a) *Account by Columbus*

- (i) North-north-east 2M
- (ii) People coming down to shore, calling out to us / brought water and
victuals to Columbus/ swam out to us, etc 2M
- (iii) Seven 2M
- (iv) People here are simple in warlike matters/ Columbus said he could
conquer the whole island with 50 men 3M
- (v) To gain wealth/ spread Christianity/ prestige/ trade routes, etc 4M
- (vi) Loss of wealth/ controlled by European countries/ slavery/ death from
European diseases/ destruction of culture 4M

(b) *A Country Boy: Dublin during the Emergency*

- (i) The bombs weren't dropping in Dublin/ planes flying on and dropping
bombs on Belfast 2M
- (ii) Wexford, Dún Laoghaire 2M
- (iii) Germans (or English) were trying to get Ireland into the War/ we were
neutral and they didn't like that 2M
- (iv) North Strand/ Summerhill/ North Circular Road/ Phoenix Park/ Zoo/ Arás
an Uachtaráin/ US Embassy 2M
- (v) 38 people 2M
- (vi) Any ONE valid reason 4M

(vii) Valid definition of neutrality 4M

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

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

- (i) 19th century 6M
- (ii) False 6M
- (iii) Trowel/ bucket/ sieve/ spoon, etc TWO valid tools 6M
- (iv) ONE valid civilisation **and** ONE valid fact about it 6M
- (v) Portal dolmen 6M
- (vi) 1. Celts 2. Vikings 3. Normans 6M
- (vii) Stone castle more secure/ less danger from fires, etc
ONE valid reason 6M
- (viii) Wall/ gate etc 6M
- (ix) *Tonsure*: monk's shaven head
Abbot: head monk
Dormitory: where the monks slept
Any ONE term 6M
- (x) Wealth of city states/ inspiration from ancient Rome/ fall of Constantinople/
patronage, etc Any ONE valid reason 6M

- (xi) Michelangelo/ Donatello, etc **and** ONE valid work by him 6M
- (xii) Sun at centre of universe/ heart pumps blood around the body, etc
Any ONE valid discovery 6M
- (xiii) Log and line 6M
- (xiv) Enclosure/ seed drill/ selective breeding/ crop rotation, etc
ONE valid change. 6M
- (xv) Invention of steam train/ popular way to travel or transport goods/ spread of the
railway network
ONE valid explanation 6M
- (xvi) *Blight*: disease of potato crop
Soup kitchen: Free soup to famine victims
Coffin ships: emigrant ships with high death toll
ONE term explained 6M
- (xvii) Unionists feared discrimination from Catholic majority/ loss of trade/ threat to
British identity, etc
OR
More cars/ LUAS/ DART, etc
Any ONE valid change 6M
- (xviii) De Valera/ Lemass/ Lynch/ Haughey/ Reynolds/ Ahern Any TWO
OR
More use of machinery/ CAP, etc Any ONE valid change 6M
- (xix) Mussolini/ Hitler/ Franco, etc Any ONE leader
Leader named must be from the syllabus section *International Relations in the
Twentieth Century* (See below) 6M
- (xx) Any ONE valid event or episode from an event
Event/episode must be from the syllabus section *International Relations in the
Twentieth Century* (See below)

- *International Relations in the Twentieth Century* comprises

Peace and War in Europe, 1920-1945
The Rise of the Superpowers, 1945-present
Moves towards European unity, 1945-present
African and Asian nationalism, 1945-present

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

Follow the principle of Significant Relevant Statement (SRS) See page 2.
Full SRS must be a significant **and** developed fact.
Examiners are not expected to “read between the lines” in order to infer significance.

Full SRS = 4 marks Max CM = 5 x 4M = 20M

Cumulative mark (CM) = 20 marks **Overall mark (OM) = 5 marks**

OM: Very Good – Excellent = 5

Good – Very Good = 4

Fair – Good = 3

Borderline Pass = 2

Some merit, but less than Pass = 1

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.

An answer may contain 5 full SRS, but it might not be a thorough or complete account overall. For example, an answer to A(iii) may earn full CM marks on the early life of the reformer, but this would hardly attract a good/very good OM.

A (i) Answer should be set in Ireland in the Stone Age OR Bronze Age OR Iron Age. Answer should make clear – implicitly or explicitly – which Age. Beware of vagueness.

A (ii) Labelled drawings of the monastery may be relevant. Beware of answers which confuse the early Christian monastery with the medieval monastery.

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

B (i) Revolutionary leader must be named and answer must clearly relate to the chosen person.

B (ii) Answer should clearly relate to a named plantation. Answers relating only to the lives of the planters – with no reference to the dispossessed Irish - are not relevant

B (iii) A person involved in struggle for Irish independence. Note date parameters. Material before 1900 and after 1922 is not relevant.

OR

An old person talking about social change. Material outside the range of “leisure, sport and entertainment” is not relevant. Beware of vague answers.