

COIMISIÚN NA SCRÚDUITHE STÁIT
STATE EXAMINATIONS COMMISSION



JUNIOR CERTIFICATE EXAMINATION, 2005
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 2005 - Ordinary Level - 180 marks

1. **PICTURES** (35 mks)

(a) *Archaeologists at work*

- | | | |
|-------|--|----|
| (i) | Note-taking; measuring; drawing picture; using trowel, etc | 2M |
| (ii) | Skeleton/dead body/ human remains/ grave, etc | 2M |
| (iii) | Any ONE valid example | 3M |
| (iv) | ONE from carbon dating/ stratigraphy/ dendrochronology/ typology, written records, etc | 4M |

(b) *Paintings from Middle Ages and Renaissance*

- | | | |
|------|-------------------------------|-------------|
| (i) | B2 | 2M |
| | TWO valid reasons | 3M x 2 = 6M |
| (ii) | Renaissance artist = 2M | |
| | Work by the named artist = 2M | 4M |

(c) *World War II poster*

- | | | | |
|------|--|------------------|-------------|
| (i) | Don't waste food/ Buy wisely/ Cook carefully/ Eat it all/ Follow the NWN program | Any TWO | 2M x 2 = 4M |
| (ii) | Because it was scarce or hard to get/ To make it last/ So that the country did not run out/etc | ONE valid reason | 4M |

(iii) Any TWO valid examples 2M x 2 = 4M

2. **DOCUMENTS** (35 mks)

(a) *Kilmainham Gaol prisoners list*

- (i) 3 days confined with hard labour 2M
- (ii) Margaret Toole 2M
- (iii) Two 2M
- (iv) ONE valid piece of evidence 3M
- (v) TWO correct matching elements 4M
- (vi) ONE valid reason 4M

(b) *Bryan MacMahon, the schoolmaster*

- (i) 140 2M
- (ii) Open fire/ fire of sorts/ smoky fire/ poorly or inadequately 2M
- (iii) Sons of bank officials, well-off merchants, farmers/ Middle class 2M
- (iv) Because he did not have “much of a shirt to his back”/ did not have a proper shirt 2M
- (v) Because he was almost as big as himself/ Afraid the boy might hit him/ He realized the boy’s pride was hurt/ He did not want to see the boy

- | | | | |
|-------|--|------------|-------------|
| | embarrassed | ONE reason | 2M |
| (vi) | TWO valid pieces of evidence | | 2M x 2 = 4M |
| (vii) | TWO valid examples of changes in school life since 1930s | | 2M x 2 = 4M |

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

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

NB: In questions (v), (xii), (xiv), (xv), and (xix) TWO elements are asked for. **Both elements must be answered correctly for full marks.** No marks are awarded for only one correct element.

- | | | |
|--------|--|----|
| (i) | True | 6M |
| (ii) | (a) Primary Source | 6M |
| (iii) | Museum/ Gallery/ Library/ Interpretive centre, etc | 6M |
| (iv) | People only had stone tools/ Metalwork had not yet been discovered | 6M |
| (v) | Copper and Tin (ONE element only = 0 marks) | 6M |
| (vi) | <i>Fulacht Fiadh</i> : Cooking site/method;
<i>Ogham</i> : Early alphabet/ stone carving or writing
<i>Crannóg</i> : Manmade island dwelling
ONE only asked for | 6M |
| (vii) | Lookout/ Security/ Storing valuables/ Bell | 6M |
| (viii) | (c)The Normans | 6M |
| (ix) | Farm worker/ Peasant | 6M |

- (x) Guild 6M
- (xi) Someone who gave financial support or sponsorship to artist 6M
-
- (xii) ONE writer **and** ONE work by that writer (Both elements needed) 6M
- (xiii) TWO valid items 3M + 3M = 6M
- (xiv) ONE reformer **and** ONE teaching by that reformer (Both elements needed) 6M
- (xv) ONE revolutionary leader **and** ONE of his aims (Both elements needed) 6M
- (xvi) ONE valid change. 6M
- (xvii) ONE valid point about 1916 Rising
- OR**
- ONE valid point about change in communications (NOT transport) 6M
- (xviii) ONE political leader from N Ireland since 1920
- OR**
- ONE valid point about change in the role of women 6M
- (xix) Leader **and** correctly matched country. (Both elements needed) 6M
 Leader named must be from the syllabus section “International Relations in the Twentieth Century” (See below)
- (xx) *Holocaust*: Mass murder of Jews/ The Final Solution
Superpower: World power such as USA or USSR
Colony: Country taken over and run by another
Common Market: EEC/ The original 6 member states ONE only 6M

- “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 mks – 25M x 2)

Follow the principle of Significant Relevant Statement (SRS) See page 2.
 Full SRS must be a significant **and** developed fact.
 Candidate must make the meaning and the significance plain to the examiner.
 Examiners should not “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 reasons and/or preparations for voyage, but this would hardly attract a good/very good OM.

A (i) Answer should be set outside of Ireland in a named ancient civilization.
 Beware of vagueness.

A (ii) Labelled drawings of castle may be relevant.

A (iii) Explorer must be named. For unidentified sailors, award relevant material on voyages as part of CM and award up to a max of 2 on OM

B (i) Plantation must be named. Where no plantation is identified, award material relating to the lives of settlers as part of CM and award up to a max of 2 on OM. Answers relating only to lives of the dispossessed Irish are not relevant

B (ii) Beware of vagueness. Reward candidates who identify improvements in the lives of workers by 1850.

B (iii) Government leader (North or South) must be named. The term may be taken to include President, Prime Minister, Secretary of State, Party leader, Government minister. Where no leader is identified, award material generally relevant to 20th century Irish politics in CM and award up to a max of 2 on OM

OR

Discussion of “changes” should demonstrate the ‘before and after’ of change and confine themselves to the 20th century. Care should be taken when dealing with vague answers.