



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2013

Marking Scheme

Environmental and Social Studies

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.



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State Examinations Commission

JUNIOR CERTIFICATE 2013

MARKING SCHEME

ENVIRONMENTAL AND SOCIAL STUDIES

HIGHER 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)

MULTIPLE CHOICE QUESTIONS

(12 marks)

12 correct answers from the following:

- 1 (b) cartographer
- 2 (a) complete turn around
- 3 (c) colony
- 4 (a) Shannon
- 5 (b) distance
- 6 (d) Atlantic
- 7 (c) recycling
- 8 (d) finance
- 9 (a) passage tomb
- 10 (c) houses
- 11 (c) battlements
- 12 (b) migration
- 13 (d) diary
- 14 (a) towns and cities

(1m x 12) = 12m

(B) ANCIENT WORLDS

(6 marks)

Three relevant statements on **one** topic from **one** civilisation.

(2m x 3) = 6m

(C) REDUCE, REUSE, RECYCLE

(6 marks)

- 1 Valid explanation of reduce = 1M
Valid explanation of reuse = 1M

(1 + 1) 2m

- 2 **TWO** valid materials such as paper, cans, plastic, glass

(1 + 1) 2m

- 3 **TWO** valid recycled products such as

(1 + 1) 2m

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

(A) THE ULSTER PLANTATION (24 marks)

- 1 Antrim/ Dublin/ Galway/ Mayo Any TWO (1 + 1) 2m
- 2 Any ONE valid reason 2m
- 3 Any ONE valid reason 2m
- 4 Scotland England (1 + 1) 2m
- 5 Any ONE valid reason 2m
- 6 Any TWO terms explained (2 + 2) 4m
- 7 Any TWO long-term effects (2 + 2) 4m
- 8 THREE SRSs on how lives of the native Irish changed (2 + 2 + 2) 6m

OR

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

- 1 Any TWO pieces of evidence of wealth (2 + 2) 4m
- 2 Any TWO pieces of evidence of poverty (2 + 2) 4m
- 3 Any TWO valid reasons why World Cup will/will not make a difference (2 + 2) 4m
- 4 THREE valid reasons for migration to cities (2 + 2 + 2) 6m
- 5 THREE SRSs on problems of favela-dwellers (2 + 2 + 2) 6m

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

(A) THE INDUSTRIAL REVOLUTION (12 marks)

- 1 Three SRSs on Farming OR Medicine (2 x 3) = 6m
- 2 Three SRSs on Population Growth (2 x 3) = 6m

AND

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

- 1 Heavy gun is sinking in the mud 2m
- 2 Trench mats will spread/ carry the weight of the heavy guns/ Any valid answer albeit unconnected to Q. 1 2m
- 3 FOUR SRSs on one of four headings (2 x 4) = 8m

OR

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

- 1 Because so many men were off fighting in the war 2m
- 2 Even though they did not have guns, they were still doing their bit to win the war 2m
- 3 FOUR SRSs on one of two headings (2 x 4) = 8m

QUESTION 4**(24 marks)****WORLD INEQUALITY – ACCESS TO EDUCATION**

- 1 Ireland 2m
- 2 Bangladesh 2m
- 3 Bangladesh 2m
- 4 Ireland 2m
- 5 FOUR differences between the schools (2 x 4) = 8m
- 6 FOUR valid reasons for school attendance (2 x 4) = 8m

QUESTION 5**(24 marks)**

- 1 N4 2m
- 2 Any TWO rivers for 1M each 2m
- 3 Any TWO lakes for 1M each 2m
- 4 County boundary 2m
- 5 Forestry 4m
- 6 Any TWO valid differences (2 + 2) 4m
- 7 Four SRSs at 2M each (2 x 4) = 8m
Max of 6M if evidence is from the map or the photo but not from both