



**Coimisiún na Scrúduithe Stáit**  
*State Examinations Commission*

# **JUNIOR CERTIFICATE 2012**

## **MARKING SCHEME**

### **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 2012 - Ordinary Level - 180 marks

1. **PICTURES** (35 marks)

**(a) Archaeologist at work**

- (i) To brush clean objects/ To scoop out small delicate objects 3M
- (ii) The rings are man-made so there may be man-made objects in or around the rings 3M
- (iii) Any **ONE** valid dating method 3M

**(b) Stone-Age Village**

- (i) Ploughing the field/ Cutting the corn/ Milking the goat/ Any valid answer 3M
- (ii) Timber **and** thatch (2M for one item, 1M for the second) 3M
- (iii) Meat (from wild animals which they hunted and killed) 2M  
Berries/ nuts (which they gathered as they grew in the wild) 2M 4M

**(c) Map of Galway**

- (i) Any **ONE** valid clearly expressed piece of evidence that they feared attack: They had strong/thick/stone wall all around the town  
Because of the wall *only* = 2M 4M
- (ii) Any **ONE** valid clearly expressed reason why Galway was built here: The seaside location was good for trading along the west coast  
Because of the sea *only* = 2M 4M
- (iii) Map shows that Galway is a busy seaport as we can see several piers and ships on the far-right 4M
- (iv) Any **ONE** term clearly explained  
Max 2M for vague or incomplete explanation 4M

2. **DOCUMENTS** (35 marks)

**(a) *Song: Pat O'Donnell and James Carey***

- |       |  |    |
|-------|--|----|
| (i)   | Donegal  | 2M |
| (ii)  | The Montrose   | 2M |
| (iii) | Capetown/ South Africa   | 2M |
| (iv)  | He shot him  | 2M |
| (v)   | Guilty   | 2M |
| (vi)  | Any <b>ONE</b> valid clearly expressed reason why such songs were written                                    | 4M |
| (vii) | Any <b>ONE</b> valid clearly expressed reason why the words of such songs would be of interest to historians | 4M |

**(b) *Tommy Hamilton returns to Ireland from Manchester United in 1955***

- |       |  |    |
|-------|--|----|
| (i)   | Hand the papers in to the club secretary and they took care of it/ the call-up was deferred for a year   | 2M |
| (ii)  | “We’ll look after that.”   | 2M |
| (iii) | Matt Busby   | 2M |
| (iv)  | He contacted other clubs with Irish footballers to see what could be done to avoid conscription OR He did nothing but contact two other clubs and it seems they agreed nothing could be done | 3M |
| (v)   | He was allowed return to Ireland on condition that if an Irish club signed him and he later transferred back to England, then Manchester United would get 50% of that transfer fee           | 4M |
| (vi)  | Valid explanation of primary source = 2M<br>Valid example of a primary source = 2M   | 4M |

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

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

- |        |  |    |
|--------|--|----|
| (i)    | 96 BC  | 6M |
| (ii)   | Any <b>ONE</b> valid service provided locally by early Christian monks   | 6M |
| (iii)  | Irish saint = 3M<br>Site = 3M  | 6M |
| (iv)   | Any <b>ONE</b> valid service provided locally by early Christian monks such as Book of Kells/ Ardagh Chalice/ Book of Durrow | 6M |
| (v)    | Any <b>ONE</b> valid method of besieging a medieval castle   | 6M |
| (vi)   | Any <b>ONE</b> valid point about the training of a medieval knight   | 6M |
| (vii)  | Renaissance artist = 3M<br><b>ONE</b> work of art by that <b>same</b> artist = 3M  | 6M |
| (viii) | Any <b>ONE</b> term clearly explained<br>Max 3M for vague or incomplete explanation  | 6M |
| (ix)   | Any <b>ONE</b> valid reason why sea travel was so dangerous  | 6M |
| (x)    | Any <b>ONE</b> valid reason why Europeans undertook voyages of exploration   | 6M |

- (xi) Name of **ONE** valid plantation = 3M  
 Correct ruler for **that** plantation = 3M 6M
- (xii) Undertakers/ Servitors/ Soldiers/ Trusted Irish/ Members of London guilds  
 Any **ONE** valid group of people who received land  
 The English OR the Scottish *only* = 3M 6M
- (xiii) Any **ONE** valid impact of Famine on Ireland such as mass emigration, decline in  
 Irish language, later marriage age, etc 6M
- (xiv) Any **ONE** term clearly explained  
 Max 3M for vague or incomplete explanation 6M
- (xv) Any **ONE** valid reason why there was an Industrial Revolution in Britain such as  
 good supply of coal and steel, rail and canal infrastructure, world market for  
 goods in British Empire. 6M
- (xvi) Any **ONE** invention/development = 3M  
 Person responsible for **that** invention/development = 3M 6M
- (xvii) Any **ONE** historic event which followed from World War II 6M
- (xviii) Any **ONE** political leader 1922-1989 outside Ireland = 3M  
 The country associated with **that** leader = 3M 6M
- (xix) Any **ONE** term clearly explained  
 Max 3M for vague or incomplete explanation 6M
- (xx) Any **ONE** valid reason why information in historical documents can be incorrect  
 6M

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

Follow the principle of **Significant Relevant Statement (SRS)** from page 2.

**Full SRS must be  
a significant and developed fact relevant  
to the chosen heading.**

Examiners are not expected to “read between the lines” in order to infer meaning or significance.

Full SRS = 4 marks

Max CM = 4M x 5 = 20M

**Cumulative mark (CM) = 20 marks**

**Overall mark (OM) = 5 marks**

**Overall mark (OM):**

Very Good – Excellent = 5

Borderline Pass = 2

Good – Very Good = 4

Some merit, but less than Pass = 1

Fair – Good = 3

Little or 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.

Note that 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 Luther alone, but an answer exclusively on his early life would hardly attract a good/very good OM.

**For background material: Award one SRS only.**

**Candidates must answer one from Section A and one from Section B**

**SECTION A**

- A (i) A person living in an ancient civilisation outside of Ireland. All aspects of his/her life are acceptable.
- A (ii) The explorer must be **named** and answer must clearly relate to the chosen person.
- A (iii) The reformer must be **named** and answer must clearly relate to the chosen person.

## **SECTION B**

- B (i) A person fighting in a revolution in France, Ireland or America during the Age of Revolutions. The country may be named or easily inferred from the answer. Beware of vagueness and of answers which confuse two or more countries.
- B (ii) A worker in an English factory/mine c. 1850. Beware of vagueness and of material which may not be valid for the period, c 1850.
- B (iii) An Irish person who was involved in the struggle for independence, 1916-1921. Beware of vagueness and of material which may not be valid for the 1916-1921 period in Ireland..

## **OR**

A person who has seen the changes in Ireland, urban or rural, in the twentieth century. Beware of vagueness and of material which may not be valid for the chosen historical period, Ireland since 1900.