



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2014

Marking Scheme

Environmental and Social Studies

Ordinary 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 2014

MARKING SCHEME

ENVIRONMENTAL AND SOCIAL STUDIES

ORDINARY 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)

(A) MULTIPLE CHOICE QUESTIONS

(12 marks)

12 correct answers from the following:

- 1 (a) north
- 2 (d) cut down trees
- 3 (c) stone castles
- 4 (b) Atlantic
- 5 (a) red spot on a black line
- 6 (b) blue with a circle of gold stars
- 7 (c) thermometer
- 8 (a) finance
- 9 (d) United Nations
- 10 (c) monastery
- 11 (a) wind
- 12 (c) coal
- 13 (b) terraced
- 14 (d) sunlight

(1m x 12) = 12m

(B) ANCIENT WORLDS

(6 marks)

Two relevant statements on **one** of the topics from **one** of the civilisations.

(3+3) = 6m

(C) PLASTIC POLLUTION

(6 marks)

- 1 **ONE** valid example of potential harm to wildlife 2m
- 2 **ONE** valid piece of evidence 2m
- 3 **ONE** valid measure to lower plastic bag use 2m

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

(A) PLANTATION IN 17TH CENTURY IRELAND (24 marks)

- 1 **TWO** planted counties (1 + 1) 2m
- 2 **ONE** county not planted 2m
- 3 Derry 2m
- 4 Any **TWO** valid reasons for Britain's plantation policy (2 + 2) 4m
- 5 Any **TWO** terms explained (2 + 2) 4m
- 6 England **OR** Scotland **OR** Britain 2m
- 7 High walls/Thick walls/Surrounded by walls/Good look-out posts, etc (2 + 2) 4m
- 8 Irish/ Gaelic 1m English 1m
Catholic 1m Protestant (any variety) 1m 4m

OR

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

- 1 **ONE** valid reason for living in a favela 2m
- 2 **ONE** valid material and **ONE** valid method (2 + 2) 4m
- 3 **FOUR** valid reasons for moving to the cities (1 x 4) 4m
- 4 (a) **TWO** valid reasons for clearing favelas (1 + 1) 2m
(b) **ONE** valid reason why the favela-dwellers are **NOT** happy 2m
- 5 **THREE** valid examples of "negatives" of favela (2 + 2 + 1) 5m
and
THREE valid examples of "positives" of favela (2 + 2 + 1) 5m

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

(A) THE INDUSTRIAL REVOLUTION (12 marks)

- 1 Twelve and a half hours 1m
- 2 Two breaks 1m
- 3 One hour 1m
- 4 Typhus fever/ Typhus/ Fever 1m
- 5 (Township of) Manchester 1m
- 6 **TWO** valid pieces of evidence of bad living conditions (1 + 1) 2m
- 7 **TWO** valid reasons why factory work was dangerous (3 + 2) 5m

AND

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

- 1 To observe enemy lines/ To watch out for attack 2m
- 2 **ONE** valid reason why the photo was **NOT** taken during a battle 2m
- 3 **THREE** SRSs on **ONE** of the two headings (3 + 3 + 2) 8m

OR

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

- 1 Racism/ Nazi policy/ Any other valid point 2m
- 2 Nuremberg Laws/ Banned from Civil Service/ Banned from marriage with Germans/ Stripped of German citizenship/ Committed to camps/ Holocaust/ Final Solution, etc 2m
- 3 **THREE** SRSs on **ONE** of the two headings (3 + 3 + 2) 8m

QUESTION 4**(24 marks)****ACCESS TO CLEAN WATER**

- 1 4,500 2m
- 2 (More than) 3.4 million people 2m
- 3 Any **ONE** example: diarrhoea, cholera, worms, malaria, trachoma, typhoid, etc
2m
- 4 Any **ONE** point which would no longer be true 2m
- 5 Any **TWO** valid reasons why that image/information is so shocking
(2 + 2) 4m
- 6 Any **TWO** valid examples of how the Irish waste water (2 + 2) 4m
- 7 Any **TWO** valid reasons why water meters will (or will not) make Irish people
less wasteful of water (2 + 2) 4m
- 8 Any **TWO** positive changes resulting from building a clear water tap in an
African village (2 + 2) 4m

QUESTION 5**(24 marks)**

- 1 Slaney, Boro, Urrin, Clonmore Any **TWO** rivers (2 + 2) 4m
- 2 a is FALSE 1m
b is TRUE 1m
c is TRUE 1m
d is TRUE 1m 4m
- 3 N11 **and** N30 (2 + 2) 4m
- 4 King's Island 4m
- 5 Golf course 4m
- 6 Any **TWO** valid reasons for site remaining green, such as risk of flooding or cut
off by railway line (2 + 2) 4m