



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

**Junior Certificate 2013**

**Marking Scheme**

**History**

**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 2013**

## **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 2013 - Ordinary Level - 180 marks

1. **PICTURES** (35 marks)

**(a) Battle of Hastings**

- (i) Sword/ spear/ arrow/ shield 3M
- (ii) By fighting **OR** by wearing armour/ shield/ helmet 3M
- (iii) *Jousting*: Knights on horseback attacking each other with lances  
*Siege*: Surrounding a castle/town and waiting for people to surrender  
*Chivalry*: The knight's code of conduct/ The qualities (courage, courtesy, etc) required of an ideal knight  
Any **ONE** term clearly explained 4M  
2M for vague or incomplete explanation

**(b) Pre-eviction scene from 1800s**

- (i) Any **ONE** valid reason 3M
- (ii) Any **ONE** valid reason 4M
- (iii) Any **ONE** valid reason 4M  
2M for vague or incomplete explanation

**(c) Wartime posters**

- (i) Join the army 3M
- (ii) Eat less bread. 3M
- (iii) Because people have died as a result of her careless talk 4M
- (iv) Both messages are aimed at women/ Both are asking people to be more careful in some way  
2M for vague or incomplete explanation 4M

2. **DOCUMENTS** (35 marks)

(a) ***Escape from German prison camp during World War Two***

- (i) Saturday 2M
- (ii) Uniforms/ Guns/ Ammunition Any **TWO** 1 + 1 = 2M
- (iii) Because the retribution (revenge) which would be taken on the rest of the inmates would be horrific 3M
- (iv) "Open up! How long must we wait here?" 3M
- (v) Any **ONE** valid piece of evidence 3M
- (vi) *Museum*: Building for storing/showing objects of historical interest  
*Propaganda*: Programme of publicity to promote certain beliefs  
*Artefacts*: Man-made objects as discovered by archaeologist  
Any **ONE** term clearly explained 4M  
2M for vague or incomplete explanation

(b) ***The bombing of Liverpool during World War Two***

- (i) The docks 2M
- (ii) On bunks behind a thick curtain at the end of a long corridor 2M
- (iii) In the windowless basement of a next-door ballroom dancing school 3M
- (iv) In case there was an air raid and they were separated 3M  
In case of air raid **ONLY** = 2M
- (v) **TWO** types of primary source other than memoir or autobiography 2 + 2 = 4M
- (vi) Any **ONE** valid reason 4M  
2M for vague or incomplete explanation

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

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

- (i) Copper and Tin 3 + 3 = 6M
- (ii) *Crannóg*: Man-made lake dwelling  
*Druid*: Ancient Celtic priest  
*Fulacht Fia*: Open-air cooking site/ method  
Any **ONE** term clearly explained 6M  
3M for vague or incomplete explanation
- (iii) Copying/ writing/ transcribing of the Bible/ Gospels/ books/ manuscripts  
Verb **ONLY** = 3M 6M
- (iv) Education/ Care of poor/ Care of sick, etc  
Any **ONE** valid service provided locally by early Christian monks 6M
- (v) Motte = mound (3M) Bailey = outer castle wall or enclosed court (3M) 6M  
An early Norman castle = 6M
- (vi) Someone (a wealthy person) who sponsored artists 6M
- (vii) Renaissance sculptor = 3M  
**ONE** statue by that **same** sculptor = 3M 6M
- (viii) Renaissance writer = 3M  
**ONE** work by that **same** writer = 3M 6M
- (ix) Any **ONE** valid reason why printing press was important 6M
- (x) Any **TWO** valid reasons why sea travel was thought to be dangerous  
3 + 3 = 6M

- (xi) *Henry the Navigator*: Set up school for sailing in Portugal, etc  
*Columbus*: Discovered America, etc  
*Magellan*: Led the first round-the-world voyage, etc  
**ONE** clearly-stated fact about **ONE** of them 6M  
3M for vague or incomplete explanation
- (xii) Any **ONE** valid problem in the Catholic Church around 1500, eg: Simony, Absenteeism, Pluralism, Poor clergy, Indulgences 6M
- (xiii) Reformer = 3M  
City or country associated with that **same** reformer = 3M 6M
- (xiv) Any **ONE** valid way in which protestant teaching differed from that of the Catholic Church 6M
- (xv) *Seed drill*: More efficient sowing led to better-value crop yield from seed  
*Crop rotation*: No fallow year meant greater land use and greater crop yield  
*Selective breeding*: Animals were bred to give better yield of meat and/or milk  
How any **ONE** development led to increased food production  
Max 3M for explanation of term without reference to increased food production 6M
- (xvi) Any **ONE** valid reason why there was an Industrial Revolution in Britain, eg: good supply of coal and steel/ rail and canal infrastructure/ world market for goods in British Empire, etc 6M
- (xvii) Any **TWO** valid reasons why life in British cities was unpleasant around 1850  
3 + 3 = 6M
- (xviii) Blight 6M
- (xix) *Coffin Ship*: Emigrant ship where many passengers died of disease/famine  
*Relief works*: Public work schemes which gave poor people chance to earn money  
*Soup kitchen*: A place serving soup to the poor  
Any **ONE** term clearly explained 6M  
Max 3M for vague or incomplete explanation
- (xx) *Revolution*: Overthrow of a government by force/ Total turn-around  
*Civil War*: War between citizens of the same country  
*Censorship*: Deletion or change of material which is to be published  
Any **ONE** term clearly explained 6M  
Max 3M for vague or incomplete explanation

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 B(ii) may earn full CM marks on the early life of George Washington 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) **An archaeologist at work.** All aspects of his/her work are acceptable.

A (ii) **A person living in an ancient civilisation OUTSIDE of Ireland.** Beware of vagueness and of answers which do not deal directly with one particular civilisation.

A (iii) **A tradesman living in a medieval town.**

## SECTION B

- B (i) **A person who received land during the plantations in Ireland.** Beware of vagueness and of answers which deal with the displaced Irish rather than the planter.
- B (ii) **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 (iii) **An Irish political leader, North or South, in the period 1922-1985.** Beware of vagueness and of answers which confuse two or more political leaders.

OR

**An old person talking about major changes in twentieth-century Ireland.** Beware of vagueness and of material which may not be valid for the chosen historical period, Ireland in the twentieth century.