



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2017

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 2017

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 2017 - Ordinary Level - 180 marks

1. PICTURES (35 marks)

(a) *An artist's impression of a nineteenth-century American anti-Irish cartoon*

- (i) They made deadly weapons/ They murdered landlords
ONE piece of evidence 3M
- (ii) They were begging for money/ Sign saying 'Please help the lazy'
ONE piece of evidence 3M
- (iii) The cartoonist disliked the Irish/ To turn Americans off helping the Irish
2M for vague or incomplete explanation 4M
- (iv) **TWO** political parties from 1900-1985 such as:
Sinn Féin, Fianna Fáil, Fine Gael, Labour, Unionist, Nationalist, SDLP.
2 + 2 = 4M

OR

ONE valid change in working life or leisure since 1900

(b) *Poster seeking Irish recruits into British army during World War I*

- (i) He was only one man, but he beat ten Germans/ States that he was an Irish hero/ He had a medal for bravery 3M
- (ii) Michael O'Leary 3M
- (iii) *Bias*: Favouring one side over the other/ Prejudice
Propaganda: Organised publicity programme/ Spreading a particular teaching
Empire: A group of countries under the rule of an emperor
Any **ONE** of the above 4M
2M for vague or incomplete explanation

(c) *Foley Street, Dublin. Hallowe'en 1953.*

- (i) (Lyons) tea/ (Sunlight) soap/ (Hallowe'en) mask/ sweets
Any **ONE** of the above 3M
- (ii) Shabby clothes/ Unwashed condition/ Short trousers
Any **ONE** of the above 4M
- (iii) Letters/ Diaries/ Newspapers/ Autobiographies/ Speeches/ Creative works
Any **TWO** of the above 2 + 2 = 4M

2. DOCUMENTS (35 marks)

(a) *Jack and Minnie Keenan*

- (i) (Post office) engineer 2M
- (ii) As a very funny man/ Always carrying on/ Cracking jokes 2M
- (iii) All sorts of animals/ Hedgehogs or badgers 3M
- (iv) Because she had got married 3M
- (v) A munitions factory/ In the north of England 3M
- (vi) Countess Markievicz/ Dehra Parker/ Bernadette Devlin/ Máire Geoghegan-Quinn/ Mary Harney
Any **ONE** woman = 4M

OR

ONE valid change in the lives of women since 1900 = 4M 4M

(b) *Bertie Ahern talking about the American family, the Kennedys*

- (i) 1960 2M
- (ii) Nixon 2M
- (iii) They ignored or didn't mention Britain/ They didn't teach about Britain/
Most of them were nationalists 3M
- (iv) (June) 1963 3M
- (v) He can remember John F Kennedy winning the 1960 election/ Admiration
for the Irishness of the Kennedys was passed on by the teachers/ His view
of the world started with knowing about the Pope and the Kennedys/ He
remembers seeing John F Kennedy in Dublin in 1963/ He remembers the
class being told of the killing of Bobby Kennedy
Any **TWO** pieces of evidence 2 + 2 = 4M
- (vi) Any **ONE** valid way in which life in the Irish countryside changed in the
twentieth century = 4M

OR

Any **ONE** Taoiseach or President, 1922-1977:

WT Cosgrave/ De Valera/ Costello/ Lemass/ Lynch/ L Cosgrave/ Hyde/
O'Kelly/ Childers/ Ó Dálaigh/ Hillery 4M

3. SHORT-ANSWER QUESTIONS (60 marks)

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

- (i) Before Christ/ Before Christian Era 6M
- (ii) Because people made their tools/weapons from stone 6M
Everything was made of stone = 0M
- (iii) Druid: Celtic pagan priest
Crannóg: Island dwelling in lake
La Tène: Art/culture of Celtic people (in Switzerland)
Any **ONE** of the above 6M
- (iv) Civilisation such as Egypt, Greece, Rome = 3M
ONE fact about its houses/religion/ burial customs = 3M 6M
- (v) Lack of clean water `or working sewage system/ High risk of fire/ Overcrowding
allowed spread of disease, etc 6M
- (vi) The Black Death/ bubonic plague/ epidemic/ disease 6M
- (vii) Jousting/ music recitals/ juggling/ street theatre/ travelling shows, etc 6M
- (viii) It was well defended/ Tall, thick walls/ Good look-out or shooting positions/ A
moat which couldn't be crossed/ A drawbridge which could be pulled up, etc
Any **TWO** valid reasons 3M + 3M = 6M
- (ix) Rediscovery of the ideas of ancient Roman/ Wealthy Italians could sponsor
artists, etc
Any **ONE** valid reason 6M
- (x) More realistic perspective/ More vibrant colours, etc
Any **ONE** valid improvement in painting 6M

- (xi) Renaissance writer = 3M eg: Shakespeare
 Name of **ONE** of his works = 3M eg: 'Romeo and Juliet'
 The work named must be that of the named writer 6M
- (xii) Any **ONE** valid invention or discovery from the Renaissance 6M
- (xiii) Naming of a British ruler = 3M
 Plantation area correctly associated with that ruler = 3M 6M
- (xiv) Any **ONE** valid reason why British rulers carried out plantations 6M
- (xv) Any **ONE** way in which Ireland changed because of the plantations 6M
- (xvi) Boston Tea Party: Event which marked the start of the American War of Independence/ People (dressed as Indians) dumped tea from a ship in harbour
 Reign of Terror: Targetting so-called enemies of the French Revolution/ Period of thousands of executions in France
 Penal Laws: Laws to force Irish Catholics (and Protestant Dissenters) to accept the Church of Ireland (Anglicanism)
ONE of the above 6M
- (xvii) George Washington: Led the American army against Britain/ Became the first President of the United States
 Louis XVI: The King who was overthrown/ executed by the French Revolution
 Wolfe Tone: Founder or leader of the United Irishmen/ Tried to get French help to fight the 1798 rebellion
ONE of the above 6M
- (xviii) Any **ONE** valid reason why the Agricultural Revolution changed Britain 6M
 3M for vague or incomplete explanation
- (xix) Any **ONE** valid reason why Ireland changed as a result of the Famine 6M
 3M for vague or incomplete explanation
- (xx) **ONE** major change in Irish cities since 1900 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 B(i) may earn full CM marks on the early life of Martin 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) An archaeologist at work. All aspects of the work of the archaeologist are acceptable.

A (ii) A monk living in a monastery in early Christian Ireland. Do not credit material which relates exclusively to the medieval monastery. All aspects of the life of the monk and physical descriptions of the monastery are acceptable where they relate to early Christian Ireland.

- A (iii) A native of the New World when the European explorers arrived. Do not credit material which relates exclusively to the European sailors on board ship. All aspects of the life of the native American and how he/she was affected by the arrival of and takeover by the Europeans are acceptable.

SECTION B

- B (i) The reformer must be **named** and answer must clearly relate to the chosen person. All aspects of the chosen reformer's life are acceptable.
- B (ii) A person living in a British city about 1850. Beware of vagueness and of answers which do not deal directly with the period.
- B (iii) A **named** person who was a political leader outside of Ireland, 1920-1985. All aspects of his/her life are acceptable.