



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2018

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 2018

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 2018 - Ordinary Level - 180 marks

1. PICTURES (35 marks)

(a) *A map of Coleraine, an Ulster plantation town around 1609*

- (i) A wall/ Fortification
ONE piece of evidence 3M
- (ii) Trading by ship/ Safe water supply/ Defence/ Transport/ Source of food
ONE piece of evidence 3M
- (iii) Plantations were settlements where the Irish were moved off their land and British settlers were allowed to come to live and work here.
2M for vague or incomplete explanation 4M

(b) *Starving people outside a workhouse during the Great Famine*

- (i) Many are wearing ragged clothes which is a sign of poverty/ Those at the main gate have their hands out as if begging for help/ Some of the people look in very weak condition from hunger/ Some of them may have made a long journey on foot to the workhouse/ Some of them look desperate for help, but the workhouse may already be full, etc
2M for vague or incomplete explanation 3M
- (ii) No press photography at the time, so artists' impressions were the only dramatic illustrations available to help to sell newspapers/ To show the conditions of or to get support for the poor
2M for vague or incomplete explanation
4M
- (iii) Poor people depended heavily on the potato and they had no savings to allow them to buy alternative food supplies or to afford tickets to emigrate by ship
2M for vague or incomplete explanation 4M

(c) *A poster for the GS&W Railway*

- (i) Fermoy 3M
- (ii) 10.30 am 3M
- (iii) Blarney/ Rathduff/ Mourne Abbey/ Mallow/ Castletownroche/
Ballyhooly
Any **TWO** of the above 2 + 2 = 4M
Cork or Fermoy = 0 mks
- (iv) A primary source is a first-hand piece of evidence from someone who was involved in or close to an event in history (2M)
Letter/ Diary/ Photograph, etc (2M) 4M

2. DOCUMENTS (35 marks)

(a) *An interview with an archaeologist*

- (i) Working on an archaeological excavation/ Drawing artefacts found on site 2M
- (ii) The Red Sea coast/ Egypt 2M
- (iii) Because it is so dry there/ Very dry weather or climate 3M
- (iv) The house key 3M
- (v) Local knowledge/ Random discovery/ Aerial photography/ Written history sources, etc
Any **TWO** of the above 2 + 2 = 4M
- (vi) Tree rings/ Carbon dating/ Stratigraphy/ Written history sources, etc
Any **TWO** of the above 2 + 2 = 4M

(b) *An American soldier at the end of World War Two*

- (i) Japan 2M
- (ii) The Japanese 2M
- (iii) Sheshoshima island/ About eighty miles from Tokyo Bay 3M
- (iv) Somebody dropped a box of land mines 3M
- (v) He swam about a hundred yards (even though he had a broken leg) 3M
- (vi) It is to help the historians to cross-check their research. If one source agrees with another, this will help to confirm the truth of the finding
2M for vague or incomplete explanation 4M

3. SHORT-ANSWER QUESTIONS (60 marks)

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

- (i) Passage/ Wedge/ Dolman/ Portal, etc 6M
- (ii) They **hunted** for meat and **gathered** berries and nuts 6M
- (iii) They combined copper and tin 6M
- (iv) Book of Kells/ Ardagh Chalice/ Cathach/ Belt shrine, etc
Any **ONE** of the above 6M
- (v) Saint's name (3M) The site named must be associated with the named saint (3M)
6M
- (vi) Religious service/ Education/ Alms/ Health care, etc 6M
- (vii) No protection against contracting it/ No way of curing it afterwards/ No
understanding that rats were the source, etc 6M
- (viii) Battering ram/ Undermining/ Trebuchet/ Mangonel/ Extended siege, etc 6M
- (ix) Many thought the world was flat/ Sailors worried that if you sailed too far
west you might end up falling off the edge of the world/ Columbus, not
realising that the world was so big, thought that by sailing west he would
reach India, etc
Any **ONE** piece of evidence 6M
- (x) Wanted to find new sea routes (especially for spice trade)/ Wanted to find new
lands/ Acquire more wealth and prestige/ Spread Christianity/ Wanted to
compete with other European rulers, etc
Any **ONE** valid reason sponsoring explorers
3M for vague or incomplete explanation 6M

- (xi) Native Americans had no immunity to some new diseases carried by Europeans 6M
- (xii) Nepotism/ Simony/ Absenteeism/Badly-educated clergy/ Sale of indulgences, etc Any **ONE** valid problem in the Catholic Church 6M
- (xiii) Name of a religious reformer = 3M
An idea associated with that reformer = 3M 6M
- (xiv) Any **ONE** valid method which the Catholic Church used to try to stop Protestantism 6M
- (xv) Any **ONE** valid reason for the decline of the Irish language: Plantations/ Penal Laws/ Great Famine/ Mass emigration, etc 6M
- (xvi) Invention from Agricultural Revolution named = 3M
How that invention improved farming = 3M 6M
- (xvii) **ONE** person/group who tried to improve the lives of British workers during the Industrial Revolution: Lord Shaftesbury/ Robert Owen/ Chartists/ Feargus O'Connor, etc 6M
- (xviii) Any **ONE** valid reason why life in British cities was unpleasant around 1850
3M for vague or incomplete explanation 6M
- (xix) Invention from Industrial Revolution named = 3M
Name of its inventor = 3M 6M
- (xx) **ONE** valid change in Britain as a result of the Industrial Revolution 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) might 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) A person living in a named ancient civilisation outside of Ireland. Beware of vagueness and of answers which do not deal directly with the named ancient civilisation.
- A (ii) A person living in Celtic Ireland. Beware of vagueness and of answers which do not deal directly with Celtic Ireland.
- A (iii) A person living in Italy during the Renaissance. All aspects of the life of a Renaissance Italian, not necessarily an artist, are acceptable.

SECTION B

- B (i) A **named** revolutionary leader (America o France or Ireland) during the Age of Revolutions, 1770-1815. Answer must clearly relate to the chosen person. All aspects of the chosen revolutionary leader's life are acceptable.
- B (ii) A **named** political leader from Ireland, 1900-1985. Accept material regarding any political leader - North or South, government or opposition. Beware of vagueness and of answers which do not deal directly with the period.

OR

An old woman describing changes during her life in an Irish city.
Beware of vagueness and of answers which do not deal directly with the period.

- B (iii) A person from **outside** Ireland who lived during a major international event, 1946-1985. All aspects of his/her life are acceptable.