



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2017

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 2017

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) litres
- 3 (c) Africa
- 4 (c) farm
- 5 (b) red spot on black line
- 6 (a) Atlantic Ocean
- 7 (d) Scandinavia
- 8 (b) height above sea level
- 9 (b) water hydrant
- 10 (a) drawbridge
- 11 (d) Normandy
- 12 (a) wave power
- 13 (c) water
- 14 (c) shops

(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) CASTLES

(6 marks)

1. Stone/ Other 1m
2. Moat 1m
3. Any **ONE** defensive feature of the castle from the picture or otherwise
Named (2m) Described (2m) 4m

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

(24 marks)

(A) PLANTATION IN 17TH CENTURY IRELAND

(24 marks)

- 1 **TWO** other gates marked A on picture 1m x 2
- 2 Church 2m
- 3 Rectangle 2m
- 4 **ONE** valid reason 2m
- 5 **TWO** plantation towns in Ulster 1m x 2
- 6 **TWO** facts from Pynnar's report 1m x 2
- 7 400 (1m) and 102 (1m) 2m
- 8 **TWO** pieces of evidence why defence was important for plantation towns 1m x 2
- 9 Reason why Derry was called Londonderry by the planters 4m
- 10 **TWO** effects of the Ulster plantation 2m x 2

OR

(B) BRAZIL IN THE 20TH CENTURY

(24 marks)

- 1 Escondidinho/ A favela/ Rio 2m
- 2 To look for work 2m
- 3 **ONE** pull factor 2m
- 4 **ONE** push factor 2m
- 5 **TWO** valid reasons (2m x 2) 4m
- 6 **TWO** building materials (2m x 2) 4m
- 7 To make room for stadiums/ car parks/ media centres **OR** other valid reason (2m x 2) 4m

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

(A) THE INDUSTRIAL REVOLUTION (12 marks)

- 1 **ONE** reason for air pollution 2m
- 2 **ONE** reason for houses being so close together 2m
- 3 **ONE** piece of evidence that the children were poor 2m
- 4 **ONE** reason why disease spread so easily 2m
- 5 **TWO** reasons why people moved from the country to the cities (2m x 2) 4m

AND

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

- 1 France/ Russia/ USA/ Ireland **ONE** valid country 2m
- 2 Germany/ Italy/ Austria/ Hungary **ONE** valid country 2m
- 3 **ONE** reason for soldiers' foot problems 2m
- 4 **ONE** animal (1m) used in World War I and **HOW** it was used (1m) 2m
- 5 Leaving the trenches/ Going into no-man's-land 4m

OR

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

- 1 Italy/ Japan/ Another valid country 2m
- 2 France/ USSR/ USA/ Another valid country 2m
- 3a To lessen the effect of any bomb blast 2m
- 3b Gas mask/ food portions/ Other valid answer 2m
- 3c **TWO** points about what it was like in the shelter during a bombing raid
(2m x 2) 4m

QUESTION 4**(24 marks)****A. TRAFFIC CONGESTION IN IRISH TOWNS**

- 1 **TWO** ways, good or bad, in which traffic congestion can affect a town's business
(2 + 2) 4m
- 2a **ONE** advantage of a bypass for townspeople 2m
- 2b **ONE** disadvantage of a bypass for townspeople 2m
- 3 **TWO** valid reasons why the business will help or damage businesses in town
(2 + 2) 4m

B. LOW-COST IRRIGATION IN THE DEVELOPING WORLD

- 1 Plastic (drums)/ Timber (frame)/ Corrugated iron (cover)/ Other 2m
- 2 **TWO** valid reasons why pump-free systems are good for farmers
(1 + 1) 2m
- 3 **TWO** valid reasons why these systems would be popular with people with very little land or money
(1 + 1) 2m
- 4 **TWO** ways in which buying a goat or chickens could improve farmers' lives
(3 + 3) 6m

QUESTION 5**(24 marks)**

- 1 Carrowbeg/ Owenwee (An Abhainn Bhuí) (2 + 2) 4m
- 2 a is TRUE 1m
b is FALSE 1m
c is FALSE 1m
d is TRUE 1m (1 x 4) 4m
- 3 Any **TWO** from Coolbarren Lough, Doo Lough, Kinloey Lough, Lahardaun Lough, Cornacarta Lough, Knappaghbeg Lough, Knappaghmore Lough, Boheh Loughs, Lough Greney, Prospect Lough, Killadangan Lough, Westport House Lough, etc (2 + 2) 4m
- 4 Any word for an ecclesiastical building such as church, chapel, etc (Holy Trinity Anglican church) 4m
- 5 **ONE** valid reason why the left background area of photo would or would not be suitable for a new housing estate 4m
- 6 Any **TWO** useful suggestions for tourists walking **OR** cycling **OR** both (2 + 2) 4m