



2005

Coimisiún na Scrúduithe Stáit

State Examinations Commission

JUNIOR CERTIFICATE EXAMINATION, 2005

HISTORY – HIGHER LEVEL

GENERAL PRINCIPLES

AND

MARKING SCHEME

JUNIOR CERTIFICATE EXAMINATIONS, 2005

HISTORY - HIGHER LEVEL

MARKING PROCEDURES

1. The procedure for marking will consist of:

Careful reading and analysis of all the answers.

Allocation of marks to the components according to the agreed scheme.

Addition of the marks with attention to:

- (i) maximum per section;
- (ii) maximum per question.

2. **Components**

Facts

- (i) Identification of visually presented data;
- (ii) Stating facts.

Significant Relevant Statement (SRS)

- (i) A major 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, judgment relevant to the topic;
- (iv) 2/3 tentative statements of fact, etc;
- (v) An important cause / effect;
- (vi) A pertinent relevant map / illustration (a map or illustration may merit more than one 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 fact or SRS. Award the mark/s agreed on the marking scheme to each fact or SRS.

- (c) **The Overall Mark (OM)**
In making a judgment on OM, the examiner must consider the quality of the answer in the light of the set question.

The total awarded for CM and OM must be shown separately e.g. $5+2 = <7$

- (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 the answers even excess, repeated or cancelled. The answer gaining most marks is accepted, within the rubrics of the examination paper.

JUNIOR CERTIFICATE HISTORY
Higher Level 2005
Marking Scheme

1. **PICTURES** (15 marks)

(a) **Picture A:** *Cartoon from Dublin Opinion.*

- (i) Official who checked that people did not use the gas outside of set hours / Person who made sure that people did not use the gas that was left in the pipes after it was turned off / A gas inspector / A fuel inspector / An energy inspector. 1M
- (ii) They were needed to ensure that ration rules were followed / People could not be trusted to obey the ration rules / If the gas was used when turned off it could cause an explosion, etc.
Any **TWO** valid reasons. 1 + 1 = 2M
- (iii) That he was very officious / He is being ridiculed etc.
Note: The Question requires an ‘attitude’ towards the Glimmerman not the ‘reaction’ of the people in the cartoon.
Any **ONE** attitude **from the cartoon.** 2M

(b) **Picture B:** *Nazi propaganda poster.*

- (i) Nazi youth organisation / Club for young people 1M
- (ii) The caption “Youth serves the Fuhrer”/ The image of the boy or Hitler as earnest, forward-looking / The image of Hitler filling the poster / The boy wearing a uniform like adult Nazis, etc.
Any **ONE** idea **from the poster.** 2M
- (iii) To indoctrinate people / To create sense of national identity / To raise people’s morale / To make impression on other countries, etc.
Any **TWO** valid reasons. 1 + 1 = 2M

(c) **Picture C:** *Stained-glass window, Guildhall, Derry.*

- (i) (August) 1609 1M
- (ii) The London merchants planted Derry / People from London settled in Derry.
Any **ONE** valid piece of evidence. 2M
- (iii) The 4 Londoners are represented as respectable gentlemen / Nothing negative in the picture / The picture is decorated with royal symbols / The picture is beautifully decorated, etc.
Any **ONE** piece of evidence **from the illustration.** 2M

2. **DOCUMENTS** (15 marks)

(a) *Dublin tenements, c. 1913.*

(i) 22,701. 1M

(ii) 98. 1M

(iii) It played a large role in peoples lives / Workers who drank too much were left with little money to spend on the needs of their families/ Families were neglected / Workers paid their wages in the pub often stayed on drinking / Women were also tempted to spend on drink, etc.

Any **TWO** valid problems. 1 + 1 = 2M

(iv) TB or Consumption/ Measles/ Whooping cough.

Any **TWO** of these three. 1 + 1 = 2M

(v) Middle class had better accommodation /diet /health care / education, etc.

Any **ONE** valid reason. 2M

(b) *Pat Joe, the blacksmith.*

(i) Once a week (“remote for six days of the week”). 1M

(ii) A place of vital social contact / high entertainment / lively and animated conversation / safe space to air opinions and views / discuss latest news from home and abroad / necessity to care for farm horses, etc.

Any **TWO** valid reasons. 1 + 1 = 2M

(iii) Their relations abroad were a source of news and gossip / Sense of loneliness implied in “bachelors, isolated, lonely and remote” and “find some solace among peers” / A number of them were bachelors, etc.

Any **ONE** piece of evidence **from the extract.** 2M

(iv) Fewer farm horses from the early 1960s onwards / TV began to fulfil the need for news and entertainment, etc.

Any **TWO** valid reasons. 1+ 1 = 2M

3. **SHORT ANSWER QUESTIONS** (20 marks)
- (i) Secondary source: Material that is not from the period being studied.
Example: Biography / History book, etc.
TWO elements. 1 + 1 = 2M
- (ii) Court Cairn or Court / Portal or Dolmen or Portal Dolmen / Passage
Any **TWO** of these. 1 + 1 = 2M.
Examples alone, e.g. Newgrange = 0 marks
- (iii) Monastery building / Monastic artworks (e.g. round towers, high crosses, illuminated MS) / Decline of paganism / Decline in the power of the druids, etc.
Any **TWO** valid effects. 1 + 1 = 2M
- (iv) *Serf*: Farm worker at bottom of social ranking / a semi-slave on the manor / The person who worked the lord's fields, etc.
Fief: Grant of land (made by the king) / The land held by a vassal.
Manor: A village and its farmland / A very large farm / The amount of land granted by the king for one knight-service.
Vassal: Person who received a fief from his lord or king / Person who provided soldiers to fight for the lord or king.
Any **TWO** terms. 1 + 1 = 2M
- (v) Looked after the interests of its members / Set examinations for those who wanted to join a trade / Controlled the quality of the goods sold by its members / Fixed wages and prices / Helped members who were old or ill, etc.
Any **TWO** valid functions. 1 + 1 = 2M
- (vi) *Abbot*: The monk in charge of the monastery.
Cloister: A covered arcade or walkway around a garden or lawn.
Function or use alone e.g. 'a place to relax' = 0 Marks
Refectory: The monks' diningroom.
Almoner: The monk who gave assistance to those in need.
Any **TWO** terms. 1 + 1 = 2M
- (vii) *Fresco*: Painting done on wall while plaster is still wet.
A method of painting = 0 Marks.
Sfumato: Allowing tones or colours to shade gradually into each other / Making subjects blend in with the background / Blurring of the outlines of figures.
Perspective: Three-dimensional paintings / Giving an impression of depth.
Humanism: Study of the classics / Human-person centred.
Any **TWO** terms. 1 + 1 = 2M
- (viii) Van Eyck, Durer, etc.
Work must be that of **named** painter. **Note: 'Outside Italy'.**
TWO elements: **Name = 1M Work = 1M** 1 + 1 = 2M
- (ix) They paid artists, sculptors, architects to produce works of art.
ONE reason. 2M
- (x) Any of the Protestant Reformers e.g. Luther, Calvin, etc.
Belief must be that of **named** reformer.
Beliefs need not be doctrinal e.g. Martin Luther - Priests could marry =2M
TWO elements: **Name = 1M Belief = 1M** 1 + 1 = 2M

- (xi) A plantation **must be named** and the **TWO** consequences must be valid for that named plantation.
Results may be positive or negative, short-term or long-term.
Any **TWO** valid results. 1 + 1 = 2M
- (xii) It was easier to control disease among animals / Experiments could be carried out to improve quality of crops and animals / Poorer people were driven off the land, etc.
Consequences may be positive or negative.
Any **TWO** valid consequences. 1 + 1 = 2M
- (xiii) The causes given must be valid for the country named.
An event may be a valid cause e.g. American Revolution – Boston Massacre & Boston Tea Party = 2M
Any **TWO** valid causes. 1 + 1 = 2M
- (xiv) Maize / Indian meal / Food imported by the government to feed the Irish people during the Famine.
ONE valid definition. 2M
- (xv) Solemn promise to resist the imposition of Home Rule / A pledge by Unionists to use any means to stop Home Rule / A document signed by Unionists.
ONE valid definition. 2M
- (xvi) The Treaty / Any article of the Treaty / The seizure of the Four Courts by the anti-Treaty IRA / The bombardment of the Four Courts by Free State forces etc.
An event may be a valid reason.
Any **TWO** valid reasons. 1 + 1 = 2M
- (xvii) Germans sent to help Franco during the Spanish Civil War / The Germans who bombed Guernica / Part of the Luftwaffe.
ONE valid definition. 2M
- (xviii) Policy of conciliating Hitler by making concessions / Giving in to Hitler hoping that he would stop making demands.
ONE valid definition. 2M
- (xix) *Peaceful co-existence*: Countries with different ideologies getting along together / A thaw in the cold war.
Decolonisation: Process of the withdrawal of the “mother country” from a colony / A colony becoming independent.
Common market: The abolition of tariffs within the EEC / The original six-member EEC / A former name for the EU.
Any **ONE** term. 2M
- (xx) They disagreed with power-sharing / They were against sharing power with Nationalists / The Southern government was involved in drawing it up / They believed that the government of the Republic should have no say in Northern Ireland.
ONE valid reason. 2M

4. **PEOPLE IN HISTORY** (40 marks)

Answer **ONE** from A and **ONE** from B.

Mark on the SRS (Significant Relevant Statement) principle.

Each SRS = 2 Marks. [An incomplete SRS may be awarded 1 Mark – but **only at the end of a passage**]

Marks: CM Max = 16 [Content Guide: 2M x 8 = 16] **OM Max = 4**

Use the following scale when awarding OM:

VERY GOOD = 4M; GOOD = 3M; FAIR = 2M; POOR = 1M.

A very good answer gets 4 OM – it does not have to be excellent.

Award 1 OM for correctly identifying the topic.

Section A

Candidates do A (i), or A (ii) or A (iii).

A (i) A person in ancient Ireland.

Accept material on a person from any period in Irish History up to 10th century.

Beware of answers which confuse different historical periods: Early Stone Age / Later Stone Age / Bronze Age / Iron Age / Early Christian Ireland. Syllabus refers to “Pre-Christian and Early Christian Ireland” rather than “Ancient Ireland”.

Guidelines advise that “Early Christian” may be interpreted in its broadest sense, as extending to c.10th century”.

A (ii) A monk in an early Irish monastery.

Do not credit material that relates exclusively to the medieval monastery.

If the candidates lists a number of early Irish monasteries, mark on the ‘list principle’ i.e. 2 monasteries = 1 SRS (2 Marks).

However, ‘I am a monk in Glendalough’ = 1 SRS.

A (iii) A knight living in a medieval castle.

Castle or Knight only dealt with – 1 OM.

Name of a castle feature + description / function = 1 SRS.

Mere list of castle features without description/function - 2 features = 1 SRS.

Section B

Candidates do B (i), or B (ii) or B (iii).

B (i) A named revolutionary leader (USA, France or Ireland).

No marks for the revolutionary leader's name.

If the material clearly relates to a particular revolutionary leader without the person being named, mark on its merits.

In the case of George Washington, treat all material prior to the First Continental Congress as background, i.e. 1 SRS.

In the case of Robespierre, treat all material prior to the outbreak of Revolution in 1789 as background.

In the case of Wolfe Tone, treat all material prior to the founding of the United Irishmen in 1791 as background.

In the case of Robert Emmet, treat all material prior to his involvement with the United Irishmen as background.

B (ii) A factory/mine owner during the Industrial Revolution in Britain, c. 1850.

If the answer is exclusively from the perspective of the factory worker,
Max CM = 8 Max OM = 0.

B (iii) A named leader in Irish independence struggle, 1916-1923.

No marks for the leader's name.

Background material i.e. pre-1916 = 1 SRS; Post-1923 material = 1 SRS.

A person living in Northern Ireland during World War II, 1939-1945

Events south of border only valid if viewed in context of Northern experience.

5. THE AGE OF EXPLORATION (30 marks)

- A (i) About 5,000 leagues 2M
- A (ii) Immense regions / Naked people / New languages / Wild animals / Various kinds of birds / Aromatic trees / Precious stones / Slaves.
Any **TWO** elements **from the document**. 1 + 1 = 2M
- A (iii) Pearls / Precious stones / Slaves.
Any **TWO** elements **from the document**. 1 + 1 = 2M
- A (iv) Overcrowding / Starvation / Ill-treatment, etc.
Any **ONE** valid explanation. 2M
- A (v) To find new trade routes / To increase their wealth / To enhance their prestige, etc.
Any **ONE** valid reason. 2M
- B (i) The kings of Spain and Portugal have greatly benefited from voyages / Would increase demand for English cloth / Would lead to great employment / Gain control over trade routes / Great riches / Spread of Christianity.
Any **TWO** reasons **from the document**. 2 + 2 = 4M
- B (ii) Shortage of drinking water / Diseases such as scurvy / Shipwreck / Injury from cargo moving about in storms, etc.
Any **TWO** valid dangers. 2 + 2 = 4M
- C (i) Mark on SRS principle. **Max CM = 10M** **Max OM = 2M**
OM: 2M = very good / good ; 1M = fair / poor; 0 marks = very poor
- In the case of (a) & (b), each clearly stated and developed 'impact' / 'benefit' = 1 SRS.
Each merely mentioned 'impact' / 'benefit' = 1M. 10 + 2 = 12M

6 A THE RENAISSANCE (30 Marks)

(i) Prejudice / Lack of education etc.
Any **TWO** valid reasons. 2 + 2 = 4M

(ii) Wonderful works of art had been created / The questioning of beliefs that were part of the Renaissance led to a questioning of the Church and to the Reformation / Books had become cheaper and more widely available / More people were now being educated, etc.
Any **THREE** valid results. 2 x 3 = 6M

(iii) Mark on SRS principle **Max CM = 8M** **Max OM = 2M**
OM: 2M = very good / good; 1M = fair / poor; 0 mark = very poor

Do not award marks for material that is outside the parameters of the Renaissance.

Accept Science and/or Medicine in (b)

In (a), (b) & (c), if the work of just one individual is dealt with, Max CM=6, Max OM=1

Note: Focus of the answer must be on developments, discoveries and works, not biography.

TWO accounts. (8 + 2) X 2 = 20M

6 B POLITICAL DEVELOPMENTS IN 20th CENTURY IRELAND (30 marks)

(i) People came to support the Rising / They turned people against the British / Increased support for Sinn Fein, etc.
'People were angry'=1m. 'People felt sorry for them'=1m.
Any **TWO** valid consequences. 2 + 2 = 4M

(ii) *Gerrymander:* The rigging of constituency boundaries by Unionists.
Blueshirts: Protected Cumann na nGaedheal from IRA attacks / Army Comrades' Association / An organisation for ex-Free State army members.
'They were led by Eoin O'Duffy' = 1M; 'They were anti-Fianna Fáil' = 1M; 'They wore blue uniforms' = 0 marks.
Internment: Imprisonment without trial. 'Imprisonment' alone = 1M.
Rationing: War-time restrictions on the amount of food, fuel, etc an individual or family could get.
B specials: A part-time police force in Northern Ireland / An anti-Nationalist police force.
Any **THREE** elements. 2 x 3 = 6M

(iii) Mark on SRS principle **Max CM = 8M** **Max OM = 2M**
OM: 2M = very good / good; 1M = fair / poor ; 0 mark = very poor
TWO accounts. (8 + 2) X 2 = 20M

6 C SOCIAL CHANGE IN TWENTIETH-CENTURY IRELAND (30 Marks)

This question deals with change in different aspects of Irish social history since 1945. Material before 1945 is not valid. Award marks only for clearly stated, valid CHANGES.

- (i) Far more women work outside the home / Far greater numbers of women in professions such as law, medicine, veterinary, etc. / More women in politics, etc.

Any **TWO** valid changes in the life or role of women since 1945. $2 + 2 = 4M$

- (ii) Rural electrification / The use of machinery has greatly increased / Rapid decline in the number of very small farms / The farm horse has disappeared / Farm incomes increased on joining the EEC in 1973 / The Common Agricultural Policy , etc.

Any **THREE** valid changes in agriculture since 1945. $2 \times 3 = 6M$

- (iii) Mark on SRS principle **Max CM = 8M** **Max OM = 2M**
OM: 2M = very good / good; 1M = fair / poor; 0 mark = very poor

Effects of the changes are valid.

Do not award marks for material re Communications in (b).

TWO accounts. $(8 + 2) \times 2 = 20M$

6 D **INTERNATIONAL RELATIONS IN THE TWENTIETH CENTURY**
(30 Marks)

- (i) Disillusionment among veterans after World War I / Great Depression / Fear of Communism / Successful Propaganda, etc.

Any **TWO** valid reasons. 1 + 1 = 2M

- (ii) They were blamed for the war / Reparations / Demilitarisation of the Rhineland / Lost their colonies, etc.

Any **TWO** valid reasons. 2 + 2 = 4M

- (iii) Czechoslovakia, Poland, Yugoslavia, Finland, Latvia, Lithuania, Estonia,

Any **TWO** valid countries. 2 + 2 = 4M

- (iv) Mark on SRS principle **Max CM = 8M** **Max OM = 2M**
OM: 2M = very good / good; 1M = fair / poor ; 0 mark = very poor

8 + 2 = 10M

- (v) Mark on SRS principle **Max CM = 8M** **Max OM = 2M**
OM: 2M = very good / good; 1M = fair / poor ; 0 mark = very poor

Topic 1: In the case of both (a) & (b), both elements (i.e. ‘The crisis itself’ & ‘How it affected relations between USA and USSR’) must be included. **However, the effects may have been felt during the unfolding of the crisis itself.**

Max. CM = 6 and max. OM = 1, if one of the elements is **totally** omitted.

(a) The Korean War: Treat all material up to, and including, the division of Korea in 1945 as 1 SRS max.

(b) The Cuban Missile Crisis: Treat all material up to, and including, the Bay Pigs Invasion (1961) as 1 SRS max.

Topic 2: Note the date parameters – Treat all material prior to the accession of Ireland, Britain and Denmark in 1973 as 1 SRS max.

Topic 3: Note the question: ‘Post-independence challenges’. Treat all material up to, and including, independence, as 1 SRS max.

8 + 2 = 10M

