



**COIMISIÚN NA SCRÚDUI THE STÁIT**  
**STATE EXAMINATIONS COMMISSION**

**JUNIOR CERTIFICATE EXAMINATION, 2007**

**HISTORY – ORDINARY LEVEL**

**GENERAL PRINCIPLES**  
**AND**

# MARKING SCHEME

## June 28, 2007

### 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.



Display of flags/symbols Any <b>ONE</b> method	School education	Youth clubs, etc	4M
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2. **DOCUMENTS** (35 mks)

(a) *Account by Spanish sailor shipwrecked in Ireland 1588*

- (i) Thatched cabins 2M
- (ii) They had no other drink but sour milk/ They did not drink water 2M
- (iii) Mass is said among them OR  
they observe the rules of the Roman Church OR  
they showed kindness/hospitality to the stranger  
Any **ONE** piece of evidence 2M
- (iv) They were friendly to the Spaniards because the Spaniards were the  
enemies of Ireland's great enemy, England. 3M
- (v) The chieftain clothed him (2M) and kept him for three months (2M) 4M
- (vi) Laois-Offaly by Mary Tudor Munster by Elizabeth  
Ulster by James "To Hell or to Connaught" by Cromwell  
Any **ONE** plantation  
2M for naming plantation; 4M only where correct ruler named 4M

(b) *Easter Rising 1916: Martin Walton remembers*

- (i) Fifteen years old. 2M
- (ii) Rifle-handling (1M) and field drill (1M) 2M
- (iii) So that their relatives could be looked after/ contacted if they were shot  
("In case they were shot" = 0) 2M
- (iv) He missed out on the fighting on Monday because  
he was "only a latecomer to the Volunteers" OR  
he never got the message from Captain Colbert. 2M
- (v) His parents had taken the valves out of his bicycle 2M
- (vi) Looters emptying the shops Dead horses belonging to Lancers  
An upturned tramcar

Any **TWO** elements @ 2M each 4M

(vii) Any **ONE** valid example of a primary source other than oral material. 4M

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

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

(i) True 6M

(ii) Name of **ONE** civilisation outside of Ireland (3M)  
Name **ONE** fact about religion/burial which must be relevant to the named civilisation (3M) 6M

(iii) People who lived by hunting animals **and** gathering plants/berries (Both hunting **and** gathering must be qualified) 6M

(iv) Newgrange (Brú na Bóinne) 6M

(v) Iron (also accept copper, tin, bronze) 6M

(vi) Care of the poor      Care of the old      Care of the sick  
Teaching, etc      Any **ONE** service 6M

(vii) Bubonic plague 6M

(viii) Printing (movable-type press) 6M

(ix) Name of **ONE** explorer, eg: Magellan, Columbus, etc (3M)  
Name **ONE** place or route discovered by that named explorer (3M) 6M

(x) **Ship = 3M only**  
Extra detail needed for full 6M, eg “small, light, fast” or “Spanish or Portuguese” 6M

(xi) Name of **ONE** reformer, eg: Luther, Calvin, etc (3M)  
Name **ONE** teaching advanced by that named reformer (3M) 6M

- (xii) Any **ONE** valid change in Catholic Church resulting from Reformation 6M
- (xiii) Name **ONE** revolutionary leader, eg: Washington, Robespierre, Tone (3M)  
Name **ONE** event associated with that named leader (3M) 6M
- (xiv) Spread of weeds/ spread of livestock disease/ disincentive to experiment/  
disincentive to go beyond subsistence farming/ obstacle to selective breeding, etc  
Any **ONE** valid disadvantage 6M
- (xv) Canal barges/ Steamships/ Locomotives, etc  
Any **ONE** valid new method of goods transport 6M
- (xvi) It reduced the population (through hunger, disease, emigration) 6M
- (xvii) Any **ONE** female government minister (senior or junior) in Ireland since 1922  
For example: Markievicz, Maire Geoghegan-Quinn, Mary O'Rourke, Nora Owen, Gemma  
Hussey, Eileen Desmond, Joan Burton, Eithne Fitzgerald, Nuala Fennell, Avril Doyle, Mary  
Flaherty, Niamh Bhreathnach, Mary Harney, Mary Coughlan, Mary Hanafin, Síle de Valera, Liz  
O'Donnell, Mary Wallace, Dame Dehra Parker, Bairbre de Brún, Brid Rodgers, Caitriona Ruane,  
Michelle Gildernew, Margaret Ritchie, Arlene Foster.
- OR**
- Any **ONE** valid change in working life in Ireland since 1945 6M
- (xviii) Any **ONE** valid fact about Ireland during the Emergency 1939-45
- OR**
- Any **ONE** valid change in education in Ireland since 1922. 6M
- (xix) Any **ONE** leader from the syllabus section *International Relations in the  
Twentieth Century* [see bulletpoints below] (3M)  
Name **ONE** achievement associated with that leader (3M) 6M
- (xx) *Blitzkrieg*: intense war campaign to achieve a swift victory;  
*Cold War*: hostility between countries without actual fighting;  
*Decolonisation*: withdrawing from colonies leaving them independent  
*Schuman Plan*: proposal to pool French and German coal and steel industries  
OR set up European Coal & Steel Community, and later EEC.  
Any **ONE** of the above 6M

- *International Relations in the Twentieth Century* comprises  
*Peace and War in Europe, 1920-1945*  
*The Rise of the Superpowers, 1945-present*  
*Moves towards European unity, 1945-present*  
*African and Asian nationalism, 1945-present*

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

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.

An answer may contain 5 full SRS, but it might not be a thorough or complete account overall. For example, an answer to B(iii) may earn full CM marks on the early life of Hitler alone, but this would hardly attract a good/very good OM.

A (i) Archaeologist at work. Beware of vagueness.

A (ii) Beware of answers which also include material relevant to the medieval manor or the medieval castle. Beware of vagueness.

A (iii) Renaissance artist must be **named** and answer must clearly relate to the chosen person.

B (i) Beware of answers which include material relevant to the factory-worker or mine-worker. Beware of vagueness.

B (ii) A **named** leader of government in Ireland after 1945.  
 Leader may be in Dublin or Belfast, eg Lemass, O’Neill, Faulkner, Lynch.  
 Material before 1945 is not relevant.

**OR**

An old person talking about social change. Any form of 20<sup>th</sup> century social change is relevant. Beware of vague answers.

**SRSs should show the “before-and-after” of social change.**

- B (iii) A leader from the syllabus section *International Relations in the Twentieth Century*, eg: Hitler, Churchill, Kennedy, Khrushchev, Monnet, Nyerere, Ho Chi Minh.