



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2018

Marking Scheme

Environmental and Social Studies

Higher 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

ENVIRONMENTAL AND SOCIAL STUDIES

HIGHER 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 (c) artefacts and ruins
- 2 (a) a history book
- 3 (b) maps
- 4 (b) monks
- 5 (d) a blue star
- 6 (c) Brazil
- 7 (d) red writing
- 8 (c) portcullis
- 9 (a) an earthquake
- 10 (b) global warming
- 11 (d) distance
- 12 (b) water
- 13 (c) apartments
- 14 (a) Sweden

(1m x 12) = 12m

(B) ANCIENT WORLDS

(6 marks)

Three relevant statements on **one** of the topics from **one** of the civilisations.

(2m x 3) = 6m

(C) CASTLES

(6 marks)

1. **TWO** defensive features in the drawing (1m + 1m) = 2m
2. **ONE** valid reason for having the well within the wall 2m
3. Water/ Moat 2m

QUESTION 2 (24 marks)
Choice of (A) Ulster Plantation OR (B) Brazil

(A) PLANTATION IN 17TH CENTURY IRELAND (24 marks)

- 1 Josias Bodley 2m
- 2 James 2m
- 3 1613 2m
- 4 Earl of Abercorn and George Hamilton (1 + 1) 2m
- 5 Meat and dairy products **OR** any two dairy products (1 + 1) 2m
- 6 To protect themselves (from the native Irish) 2m
- 7 He was absent from (or did not live in) the area 2m
- 8 **ONE** valid reason why renting land in Ireland was attractive to English tenants 2m
- 9 **THREE** valid points (3 + 3 + 2) 8m

OR

(B) BRAZIL IN THE 20TH CENTURY (24 marks)

- 1 Two thirds 2m
- 2 **ONE** valid reason for Amazon deforestation 2m
- 3 **TWO** valid reasons for protection of the forests (2 + 2) 4m
- 4 They must leave the area (2m) and go to live in the city/favela (2m)4m
TWO valid points
- 5 **TWO** valid examples of PULL factors (1 + 1) 2m
- 6 **TWO** valid examples of PUSH factors (1 + 1) 2m
- 7 **THREE** valid points (3 + 3 + 2) 8m

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

(A) THE INDUSTRIAL REVOLUTION (12 marks)

- 1 In carding room/ In a flax mill (most likely in Leeds) 1m
- 2 Sixteen hours/ From 5am to 9pm 1m
- 3 Dusty 1m
- 4 Her bones were put out of place/ She became considerably deformed/ Lung damage due to dust/ Health reasons 1m
- 5 **TWO** valid reasons why so many women and children worked in cotton mills (2 + 2) 4m
- 6 **TWO** valid reasons why working conditions improved in the factories over time (2 + 2) 4m

AND

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

- 1 **ONE** reason why trench soldiers had problems with their feet 2m
- 2 **TWO** problems/dangers other than the answer to Q 1 (1 + 1) 2m
- 3 That area between one army's trenches and the enemy trenches 2m
- 4 **THREE** SRSs on **ONE** of the two headings (2 + 2 + 2) 8m

OR

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

- 1 **ONE** valid reason for wartime shortages of sugar or meat 2m
- 2 **ONE** valid reason for rationing 2m
- 3 **ONE** measure **other than rationing** to ensure wartime food supply 2m
- 4 Carrots (most likely) 2m
- 5 **ONE** valid reason why wartime diet was either healthy or unhealthy 4m

QUESTION 4**(24 marks)****ENERGY-EFFICIENT SAFETY STOVES**

- 1 **TWO** valid ways in which better stoves can improve lives (2 + 2) 4m
- 2 Because they are difficult to knock over/ Less likely to cause harm to person or property 4m
- 3 To spread the message/ To sell more stoves/ To encourage safe use 4m
- 4 Don't burn your money 4m
- 5 **ONE** reason why it is or isn't a good slogan 2m
- 6 **TWO** reasons for agreeing and/or disagreeing with this statement (3 + 3) 6m

QUESTION 5**(24 marks)**

- 1 Any **TWO** from R582, R584, R587 and R618 (1 + 1) 2m
- 2 Any **TWO** from Sullane, Sullane Beg, Cooldorragha, Cummer, Lee and Toon (1 + 1) 2m
- 3 Household or family use (such as drinking, cooking, taking showers, washing clothes, flushing toilets, etc)/ Hydroelectricity 2m
- 4 Fulacht fia 4m
- 5 **ONE** of the following PO grid references:
W253-255 723-725 (Cill na Martra) top-left
W283-285 650-652 (Dromleigh) bottom-left
W319-321 654-656 (Teerelton) bottom-right
W340-342 729-731 (Macroon) top-right 4m
- 6 Right background 4m
- 7 **THREE** examples of religious/historic sites to be identified on the map.
A statement which names and directs the examiner to an appropriate example
OR a grid reference which directs the examiner to an appropriate example
amounts to 1 x SRS @2m each (2 + 2 + 2) 6m