



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2015

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.



Coimisiún na Scrúduithe Stáit
State Examinations Commission

JUNIOR CERTIFICATE 2015

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 (b) archaeologists
- 2 (c) direction
- 3 (a) monastery
- 4 (b) houses
- 5 (a) red spot on a black line
- 6 (b) blue with a circle of gold stars
- 7 (a) boat
- 8 (d) education
- 9 (c) United Nations
- 10 (d) moat
- 11 (c) Vikings
- 12 (b) snow
- 13 (d) Waterford
- 14 (a) water

(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) MONASTIC LIFE

(6 marks)

High cross	Picture D	1m
Round tower	Picture C	1m
Scriptorium	Picture F	1m
Tonsure	Picture B	1m
Monastery	Picture E	1m
Beehive hut	Picture A	1m

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

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

- | | | | |
|---|------------------------------------|-------------|----|
| 1 | 1610 | | 1m |
| 2 | £5.33 | | 1m |
| 3 | A large stone house/ A strong bawn | | 1m |
| 4 | Englishmen/ Scottish men | | 1m |
| 5 | Any TWO valid reasons | (1 + 1) | 2m |
| 6 | The undertaker | | 2m |
| 7 | Any TWO valid explanations | (2 + 2) | 4m |
| 8 | Any TWO valid reasons | (2 + 2) | 4m |
| 9 | THREE valid points | (3 + 3 + 2) | 8m |

OR

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

- | | | | |
|---|-------------------------------|---------|----|
| 1 | 15,000 | | 2m |
| 2 | 5,000 | | 2m |
| 3 | TWO valid reasons | (2 + 2) | 4m |
| 4 | TWO valid reasons | (2 + 2) | 4m |
| 5 | ONE valid reason | | 2m |
| 6 | TWO pieces of evidence | (2 + 2) | 4m |
| 7 | THREE valid points | (2 x 3) | 6m |

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

(A) THE INDUSTRIAL REVOLUTION (12 marks)

- | | | | |
|---|---------------------------------|---------|----|
| 1 | By hand | | 1m |
| 2 | Domestic | | 1m |
| | Any TWO valid reasons | (1 + 1) | 2m |
| 3 | Steam engine/ Belts and pulleys | | 1m |
| 4 | Picture B | | 1m |
| 5 | Mere statement of change = 2m | | |
| | A well-explained statement = 3m | (3 + 3) | 6m |

AND

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

- | | | | |
|---|---|-------------|----|
| 1 | Gas masks | | 2m |
| 2 | TWO weapons which were new in the war | (2 + 2) | 4m |
| 3 | THREE SRSs on ONE of the two headings | (2 + 2 + 2) | 6m |

OR

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

- | | | | |
|---|--|-------------|----|
| 1 | London/ Liverpool/ Birmingham/ Southampton/ Bristol/ Plymouth/ Hull/ Cardiff/
Clydebank/ Belfast/ Derry | | 2m |
| 2 | Many factories making weapons or army equipment AND making aircraft engines
(for the RAF) | (2 + 2) | 4m |
| 3 | THREE SRSs on ONE of the two headings | (2 + 2 + 2) | 6m |

QUESTION 4 (24 marks)

4. TRAFFIC IN DEVELOPED CITIES (12 marks)

- 1 **ONE** advantage and **ONE** disadvantage of banning cars (2 + 2) 4m
- 2 **ONE** advantage and **ONE** disadvantage of buying more buses (2 + 2) 4m
- 3 **ONE** advantage and **ONE** disadvantage of free transport for all (2 + 2) 4m

MIGRATION: PUSH/PULL FACTORS (12 marks)

- 1 Crop failure PUSH
Better pay in the new country PULL
No jobs in old country PUSH
Better health care PULL
Earthquake PUSH
Flooding PUSH
Good job prospects PULL
Famine PUSH (1 x 8) 8m
- 2 Any **TWO** valid examples of problems experienced by migrants in a new country (2 + 2) 4m

QUESTION 5 (24 marks)

- 1 N25 2m
- 2 N72 2m
- 3 a is FALSE 1m
b is TRUE 1m
c is TRUE 1m
d is TRUE 1m (1 x 4) 4m
- 4 Any **TWO** from Brickey, Colligan, Glendine, Glendermot and Dalligan (2 + 2) 4m
- 5 Crohaun 2m 484 metres 2m (2 + 2) 4m
- 6 Any **ONE** valid piece of evidence about the defence of Dungarvan 4m
- 7 Any **TWO** valid pieces of evidence (one from the map and one from the photo) about Dungarvan as a holiday destination (2 + 2) 4m