



2006

Coimisiún na Scrúduithe Stáit

State Examinations Commission

JUNIOR CERTIFICATE EXAMINATION, 2006

HISTORY – HIGHER LEVEL

GENERAL PRINCIPLES

AND

MARKING SCHEME

JUNIOR CERTIFICATE EXAMINATIONS, 2006

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.

NB 'Etc.' is used in the Marking Scheme to indicate that other answers may be acceptable; in all other cases, only the answer given in the scheme or 'words to that effect' may be awarded marks.

JUNIOR CERTIFICATE HISTORY
Higher Level 2006
Marking Scheme

1. **PICTURES** (15 marks)

(a) **Picture A:** *Round Tower, Co Antrim.*

- (i) They were attached to monasteries / Most of the monasteries were built in isolated areas / Monks wanted isolation
ONE reason 1M
- (ii) Lookout towers / Safe house for valuables / Belfry / Refuge / Defence / Storage of relics / Prestige
TWO reasons 1 + 1 = 2M
- (iii) To make it more difficult to attack and capture / To make it easier to defend
ONE reason 2M

(b) **Picture B:** *Archaeologist at work.*

- (i) Bad weather / Flooding / Vandalism / Fragile artefacts, etc.
ONE valid problem 1M
- (ii) Spade / Trowel / Sieve, etc.
Any **TWO** instruments
'Mechanical digger' is acceptable only if it is linked to removing the topsoil. 1 + 1 = 2M
- (iii) **ONE** valid explanation of dating method.
Note : 'Explain'. Name of method only = 0 marks. 2M

(c) **Picture C:** *Leader in struggle for Irish independence.*

- (i) [Michael] Collins 1M
- (ii) He had a spy network / He was 'Director of Intelligence' for the IRA / He set up 'the Squad', etc.
A leadership role in the IRA = 1 M
ONE valid contribution to War of Independence. 2M
- (iii) Because of the Treaty / He was the leader of the pro-Treaty forces / The Civil War
Any **ONE** reason 2M

2. **DOCUMENTS** (15 marks)

(a) *Interviews with child-workers during the Industrial Revolution.*

(i) As a contract / To keep her at the mill until she was 21. 1M

(ii) Cheese and [brown] bread. 1M

(iii) Eight pence. 1M

(iv) So that the workers would not know how long they were working /
So that they would not be complaining about their long hours

ONE reason. 2M

(v) Frequent accidents / Unhealthy environment, etc.

Any **TWO** valid problems (**other** than from the extract). 1 + 1 = 2M

(b) *Nazi stormtroopers defend a Nazi rally.*

(i) Thundering marching / Clenched fists / Strict order / Iron discipline /
Marched into the catcalls and screaming / Pushed the crowd against
the walls / They were unarmed

ONE element 2M

(ii) Greeted them with catcalls / Screamed at them

ONE element 2M

(iii) They surrounded their opponents and by tightening the ring left only one
escape route 2M

‘They surrounded their opponents’ =1M

(iv) Reaction to losing World War I / Unemployment / Fear of Communism /
Anti- Semitism / Nazi propaganda / Reaction to the Treaty of Versailles /
Hitler’s skill, etc.

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

3. **SHORT ANSWER QUESTIONS** (20 marks)

(i) Artefact: a **man-made** object.

Example: Coin/ Pottery/ Jewellery, etc.

TWO elements 1 + 1 = 2M

(ii) *Souterrain*: Underground passage

Fulacht fiadh: Cooking site / Method of cooking

Tánaiste: Deputy or heir to chieftain

Derbhfine: Extended family of chieftain / The royal family / Only members of the *derbhfine* could become chieftain

Any **TWO** elements. 1+ 1 = 2M

(iii) Bealtaine / Lúnasa / Samhain / Imbolg, etc.

Any **TWO** Celtic festivals. 1 + 1 = 2M

(iv) Castles / New towns / New monastic settlements / Expanded trade / New Laws / New methods of warfare / New surnames, etc.

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

(v) Religious services / Help for the poor / Health care / Education, etc.

Any **TWO** valid services 1 + 1 = 2M

(vi) To preserve food / To make food taste better / They were very valuable / Medicinal purposes

ONE reason. 2M

(vii) Caravel design / Clinker-built ships / Lateen sails / Quadrant / Astrolabe, etc.

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

(viii) Belief must be that of **named** reformer

Note: Outside Germany

TWO elements: **Name = 1M** **Valid Belief = 1M** 1 + 1 = 2M

(ix) Increase in the number of books available / Books became cheaper / Spread of classical literature / Spread of vernacular languages / Spread of new ideas / Increased literacy, etc.

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

(x) Strengthened (Tudor) royal power in Ireland / Closure of the monasteries / Led to Catholics being persecuted / Cause of the problem in Northern Ireland, etc.

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

- (xi) Mary / Elizabeth / James / Cromwell
TWO rulers. 1 + 1 = 2M
- (xii) A period of extreme repression or bloodshed / A time when many opponents of the French Revolution were executed / The attempt by Robespierre to get rid of all those who opposed the Revolution 2M
- (xiii) Wexford 2M
- (xiv) *Robert Owen*: Treated the workers in his factory well / Tried to stop child labour / Helped bring about Factory Acts / Set up a Trade Union
Louis Pasteur: Discovered ‘pasteurisation’ / Discovered a vaccine for rabies, etc.
John McAdam: Better roads
Tarmacadam = 0 Marks
 Any **ONE** of the above 2M
- (xv) [Arthur] Griffith. 2M
- (xvi) Because Northern Ireland was part of the United Kingdom / It showed that Ireland was separate from Britain / To avoid destruction and bloodshed / Ireland had very limited military resources / Ireland was bankrupt after the Economic War / Ireland was not invaded
TWO reasons. 1 + 1 = 2M
- (xvii) When the leaders of the SA were murdered / When Hitler got rid of opponents among his own followers 2M
- (xviii) The Mother and Child Scheme / TB eradication scheme.
Health Act = 1M.
ONE project 2M
- (xix) Author of First Programme for Economic Expansion / He drew up a plan that made Ireland more prosperous / Lemass used his ideas to modernise Ireland
ONE element. 2M
- (xx) [Ian] Paisley / [Desmond] Boal 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.

If an answer is not from the perspective of the particular person award a max. of 3 OM. However, this does not mean that the answer must be written in the first person.

Section A

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

A (i) A person in an Ancient Civilisation outside Ireland.

Although the candidate is not asked to name a civilisation as such, the question requires the person to be placed in a specific civilisation, either named or inferred.

Valid civilisations include Ancient Rome, Ancient Greece, Ancient Egypt, Incas, Aztecs and Celts

If the Celts are chosen, do not credit material that is specific to Ireland.

Do not award marks for naming an Ancient Civilisation.

A (ii) A sailor on a voyage of discovery during the Age of Exploration.

The sailor and/or the voyage may be specifically named or the account may be of a generic nature.

If a particular sailor and /or voyage is chosen, the answer must relate to that person and/or voyage.

Do not award marks for naming the sailor and/or voyage.

A (iii) A planter on a named Irish plantation.

Do not award marks for naming the plantation.

If the plantation is neither named nor clearly implied from the account [i.e. plantations in general] award a maximum of 1 OM.

Mere listing of the conditions of receiving land: 2 conditions = 1 SRS.

Award 1SRS for the counties planted in Munster or Ulster.

If a specific settler is named e.g. Walter Raleigh, all material on his life is relevant.

Section B

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

B (i) A supporter of a named revolutionary leader (USA, France, Ireland), 1770-1803.

Do not award marks for naming the revolutionary leader.

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

In the case of Robespierre, treat all material prior to the outbreak of the French Revolution in 1789 as 'background', i.e. 1 SRS max.

In the case of Wolfe Tone, treat all material prior to the founding of the United Irishmen as 'background, i.e. 1 SRS max.

In the case of Robert Emmet, treat all material prior to his involvement with the United Irishmen as 'background', i.e. 1 SRS max.

B (ii) A farm labourer during the Agricultural Revolution.

Reward factual material relating to the Agricultural Revolution.

Beware of material which portrays agricultural society in a vague and/or stereotypical manner.

B (iii) In each case, a specific leader must be named or implied but no marks are awarded for the leader's name.

If the answer is a mere treatment of the event or movement, Max CM = 10.
OM = 1.

A named leader involved in Berlin Blockade or Korean War or Cuban Missile Crisis.

Berlin Blockade: Treat all material up to, and including, the dividing of Berlin into 4 zones in 1945 as 1 SRS max.

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

Cuban Missile Crisis: Treat all material up to, and including, the Bay of Pigs Invasion [1961] as 1 SRS max.

OR

A named leader in struggle for African/Asian Independence after 1945

The named leader named may be from the country seeking independence or from the European mother country.

Treat all material up to, and including 1945, as 1 SRS max.

OR

A named leader in the movement for European unity, 1945 - 1992

Treat all pre-1945 material as 1 SRS max. .

Treat all post-1992 material as 1 SRS max.

5. RURAL IRELAND c.1850 (30 marks)

Source D

- A (i) Emigration 2M
- A (ii) Between two-thirds and four-fifths of population disappeared / Townland or whole village at Belville was wiped out / Large number of ruined houses remained
TWO elements 2 + 2 = 4M
- A (iii) They wished their departure to be secret / They feared that their landlord might try to stop them / They feared that the landlord might try to take their last bit of money from them / They feared that the landlord would try to take everything they had from them / They feared that they would not be able to afford to stay at home or to emigrate
TWO reasons from the extract. 2 + 2 = 4M

Source E

- B (i) Many families were broken up/ The young people emigrated / Emigrants encouraged their family at home to join them / Often only the aged parents remained at home / If money came from America the rent was put up.
TWO effects from the extract. 2 + 2 = 4M
- B (ii) Those who remained were often unable to pay the rent and so were evicted / Where emigrants sent money home landlords sometimes raised the rent / Landlords often took the tenants' single cow or goat.
TWO pieces of evidence from the extract. 2 + 2 = 4M

C ONE only to be answered

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 (i), treat pre-1850 material as 1 SRS max.

In the case of (ii), treat material on the famine itself as 1 SRS max.

In the case of (i), (ii) & (iii), each clearly stated [and developed] 'impact' / 'problem' / 'contrast' = 1 SRS. 12M

6 A THE MIDDLE AGES (30 marks)

- (i) *Sanctuary*: Sacred place where a fugitive was safe from arrest / Holiest part of the church / Site of the high altar

Abbot : The monk who is head of the abbey

Tithe : One-tenth of one's produce or income paid to the Church / A tax paid to the Church

One-tenth of one's income or produce =1 M.

Cloister : A covered arcade / A covered walkway / A walkway around a garden or courtyard in the centre of a monastery

Function or use alone = 1 M.

TWO elements

2 + 2 = 4M

- (ii) Moat / Strong outer walls / Drawbridge / Portcullis, etc.

Any **THREE** valid means of defence.

2 x 3 = 6M

- (iii) Contagious diseases were commonplace / The houses were crowded close together / Sanitation was virtually non-existent / Fires regularly broke out, etc.

Any **FOUR** valid problems

2 X 4 = 8M

- (iv) Mark on SRS principle [Max CM = 10M Max OM = 2M]

OM: 2M = very good / good; 1M = fair / poor ; 0 mark = very poor

Note: 2 elements – 'life' and 'training'. Max.CM = 8 and max OM = 1 if one element is omitted.

12M

6 B SOCIAL CHANGE IN 20th-CENTURY IRELAND (30 marks)

Parts (i), (iii) & (iv) deal with change in different aspects of Irish social history since 1945. Pre-1945 material is not valid. Marks are to be awarded only for clearly stated, valid CHANGES.

- (i) Rural electrification greatly improved the lives of farming families / Piped water became available / Many farmhouses have been replaced by modern bungalows / Tractors replaced horses / Various new farm machines are being used / Farm incomes increased on joining the EEC / Few farmers had cars before 1945 whereas most now own cars, etc.

Any **THREE** valid changes 2 x 3 = 6M

- (ii) Better social amenities make Dublin more attractive as a place to live / Greater work opportunities available in the Dublin area / Improved education enabled made young people from rural Ireland to move to Dublin for a better quality of life / In recent years large numbers of immigrants have boosted Dublin's population, etc.

Any **THREE** valid reasons. 2 x 3 = 6M

- (iii) Bungalows replaced many farmhouses / Running water in all houses / Various mod cons now found in every kitchen / Very few houses now without central heating / Housing developments have grown up on the outskirts of almost every town, etc.

Any **THREE** valid changes. 2 x 3 = 6M

- (iv) Mark on SRS principle **[Max CM = 10M Max OM = 2M]**

OM: 2M = very good / good; 1M = fair / poor ; 0 mark = very poor

12M

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

- (i) *Irregulars*: Anti-Treaty forces in Civil War / The IRA side in the Civil War / Republican IRA / They fought against the Free State forces in the Civil War

B-specials: A special constabulary wing of RUC / Part-time members of the RUC / An anti-Catholic or anti-Nationalist force in Northern Ireland / A police force in Northern Ireland

An anti-Catholic or anti-Nationalist police force = 1 M.

Coalition government: A government formed from two or more political parties

The Emergency: How World War II was referred to in Ireland / The situation in Ireland during World War II / The years 1939-45 [in Ireland]

Dominion Status: A form of self-government (home rule) within the British Commonwealth

THREE elements

2 x 3 = 6M

- (ii) (a) *The Dublin Lockout*

Treat material up to, and including, the founding of the ITGWU as 'background' i.e. SRS max.

- (b) *The Civil War, 1922-23*

The causes of the Civil War form an integral part of this topic and must not be treated as 'background'.

- (c) *Relations between the Irish government and the UK, 1932-39*

Treat pre-1932 material as 'background' i.e. 1 SRS max.

Mark each on SRS principle [Max CM = 10M Max OM = 2M]

OM: 2M = very good / good; 1M = fair / poor ; 0 mark = very poor

TWO accounts.

(10 + 2) x 2 = 24M

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

- (i) (a) *Italy under Mussolini up to 1939*
Treat all material up to, and including, the 'March on Rome' as 'background' i.e. 1 SRS max.
- (b) & (c) *Britain between the wars & Soviet Union under Stalin*
Candidates who choose these questions are likely to confine their answers to 'foreign policy' / 'reaction to Hitler's policies and actions'. This is acceptable.

Mark on SRS principle [Max CM = 10M Max OM = 2M]

OM: 2M = very good / good; 1M = fair / poor ; 0 mark = very poor

ONE account to be written 10 + 2 = 12

- (ii) (a) *The invasion of Poland, 1939*
Hitler's reasons for invading Poland and his preparations for the invasion form an integral part of this topic and must not be treated as 'background'.
- (b) *The Battle of Stalingrad, 1942-43*
Treat 'Operation Barbarossa' as 'background' i.e. 1 SRS max.
- (c) *The Fall of Berlin, 1945*
Treat material up to, and including the D-Day landings and the Allies advancing on Germany from the east and south as 'background' i.e. 1 SRS max.

Mark on SRS principle [Max CM = 10M Max OM = 2M]

OM: 2M = very good / good; 1M = fair / poor ; 0 mark = very poor

ONE account to be written 10 + 2 = 12

- (iii) Stalin fell out with his allies / Britain and the US feared the spread of Communism across Europe / The Russians set up communist governments in Eastern Europe, etc.

Any **THREE** valid reasons 2 x 3 = 6M