



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2014

Marking Scheme

History

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.



Coimisiún na Scrúduithe Stáit
State Examinations Commission

JUNIOR CERTIFICATE 2014

MARKING SCHEME

HISTORY

HIGHER LEVEL

JUNIOR CERTIFICATE EXAMINATIONS, 2014

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 2014 Marking Scheme

1. **PICTURES** (15 marks)
- (a) Pictures A1 and A2: *Sowing seed*
- (i) Seed spread unevenly/ Seed on surface of the soil/ Birds ate much of the seed/ Wasteful/ Hard work/Time-consuming/ Weeding would be very difficult.
ONE piece of evidence 1M
- (ii) Planted the seed evenly/ Planted the seed in straight rows/ Covered the seed as it was planted/ Protected the seed from the birds/ Weeding would be easier/ Made the farmer's job easier.
ONE piece of evidence 2M
- (iii) Enclosures/ Selective breeding/ Mechanical reaper, etc.
Any **ONE** valid improvement (method or invention) 2M
- (b) Picture B: *Poster for Cumann na mBan*
- (i) Cumann na mBan/ The Volunteer Movement/ The Women's Section of the Volunteer Movement/ The Irish Volunteer Force/ The Irish Volunteers. 1M
- (ii) Drill/Rifle practice.
ONE piece of evidence 2M
- (iii) To ensure Home Rule/ To counteract the UVF.
As their aim later changed, answers such as 'They later changed to seeking independence' may be accepted.
ONE aim 2M
- (c) Picture C: *Cartoon from 'Dublin Opinion'*
- (i) Nobody was listening to him/ He does not like the new forms of entertainment/ He wants to keep the old ways. 1M
- (ii) 1960s. 2M
- (iii) Can deal with complex issues in a single drawing/ Tend to focus on a key issue or message/ Can convey in a single drawing what might take many words/ Can portray the mood or attitudes of people at a particular time.
ONE reason 2M

2. **DOCUMENTS** (15 marks)

(a) ***Michelangelo.***

- (i) Twenty months. 1M
- (ii) All Rome admired it/ crowded to see it. 1M
- (iii) ‘No’ = 1M; **ONE** piece of evidence = 1M.
‘Yes’ = Zero, even if the evidence is correct.
Evidence on its own = 1M.
He wanted Michelangelo to add some extra touches (of ultramarine and gold to give it a richer appearance).
TWO elements [No & Piece of evidence] 1+1 = 2M
- (iv) He says that Michelangelo had spent so long looking upwards that it affected his eyesight/ He did all the work himself. 2M
- (v) Painting done on a wall (or ceiling) while the plaster is still wet. 2M
‘Wall painting’ = 1M; ‘A method of painting’ = Zero.

(b) ***Battle of Britain.***

- (i) (Over) London. 1M
- (ii) Heinkel/ Dornier (17). 1M
- (iii) The writer admired the German pilot’s skill/ His brilliant ‘get-out’/
The half Immelmann turn/ he said ‘I had to hand it to him’.
ONE piece of evidence 1M
- (iv) (Probably) low on fuel/ (Probably) ammunition was running out.
ONE reason 2M
- (v) (Winston) Churchill. 2M

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

Credit the best **ten** answers below. Each question is worth a max. of 2 marks.

- (i) Explanation = 1M; Example = 1M.
Explanation: A source from the same time as the event to which it refers.
Example: Census/ Photograph/ Oral account/ Newspaper/ Diary, etc.
TWO elements [Explanation & Example] 1 + 1 = 2M
- (ii) *High Cross*: (Free-standing) decorated stone cross/ A stone cross used for teaching about religion.
Beehive Cell: Small circular building with dome-shaped roof/ Stone hut where the monk lived.
Round Tower: (A high building) used for refuge or belfry or lookout or storing valuables/ A tall stone structure/ A tall circular structure.
TWO terms explained 1 + 1 = 2M
- (iii) Pointed arches/ Ribbed vaults/ Flying buttresses, etc.
Any **ONE** valid feature of Gothic architecture 2M
- (iv) Apprentice/ Journeyman/ Master (craftsman).
TWO stages 1 + 1 = 2M
- (v) Name = 1M; Work = 1M.
Bruegel, El Greco, Durer, etc
Work must be that of the named artist. Note 'OUTSIDE Italy'.
Title of work only = Zero.
TWO elements [Name & Work] 1 + 1 = 2M
- (vi) Telescope/ Planetary motion/ Pendulum theory/ Gravity/ Circulation of the blood, etc.
'The printing press' = Zero.
Any **TWO** valid developments in science **or** medicine 1 + 1 = 2M
- (vii) Name = 1M; Belief = 1M.
Luther, Calvin, Zwingli, etc
Belief must be that of named reformer.
Belief only = Zero.
TWO elements [Name & belief] 1 + 1 = 2M
- (viii) New Protestant religions/ Wars of Religion/ Nations identified by religious difference/ Persecution/ Civil Wars/ Counter-Reformation/ Council of Trent/ The banning of abuses in the Church, etc.
Counter Reformation plus example = 2M; Civil War plus example = 2M.
Any **TWO** valid consequences 1 + 1 = 2M
- (ix) Blight/ Failure of the potato crop/ Overdependence on the potato/ British failure to adequately respond to the crisis, etc.
Any **TWO** valid causes 1 + 1 = 2M

- (x) (Transatlantic) ships on which many emigrants died of hunger or disease/
Unsuitable or unseaworthy ships that sailed from Ireland with emigrants.
ONE definition 2M
- (xi) The Irish parliament in Dublin was closed/ A political union of Britain
and Ireland came about/ Irish MPs had now to attend the parliament in
Westminster/ Dublin declined in importance, etc.
Any **ONE** valid change 2M
- (xii) Legacy of bitterness/ Damage to infrastructure/ Lasting pattern of
'civil-war' politics/ Defeat of the opponents of the Treaty, etc.
Any **TWO** valid results 1 + 1 = 2M
- (xiii) To decide where exactly the border would be drawn between the Free
State and Northern Ireland.
'To decide where the border would be' = 1M 2M
- (xiv) Fine Gael/ Labour/ Clann na Poblachta/ Clann na Talmhan/ National
Labour.
TWO parties 1 + 1 = 2M
- (xv) They were blamed for Germany's surrender in November 1918 / Germany's
surrender was seen by many as an act of treason. .
ONE reason 2M
- (xvi) Nuremberg Rallies/ Documentary films/ 1936 Olympics/ Hitler leadership
cult/ Goebbels propaganda ministry/ Control of education/ Nazi Youth Clubs,
etc.
Any **TWO** propaganda methods 1 + 1 = 2M
- (xvii) A plan to wipe out the Jewish population (of Europe). 2M
- (xviii) USSR set up communist states in Eastern Europe/ Mistrust between USSR and
USA/ Partition of Germany/ Fear of communism/ The USSR and the West
were mutually suspicious, etc.
Any **ONE** valid reason 2M
- (xix) Protestants had better employment opportunities/ Protestants more likely to
receive council housing/ Gerrymandering, etc.
Any **TWO** valid examples 1 + 1 = 2M
- (xx) Violence that broke out when catholic residents of the Bogside tried to
prevent the Apprentice Boys marching in their area (in August 1969)/ Clash
(in Derry) between Bogside nationalists and the RUC (and Apprentice Boys).
ONE definition 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 1 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 living in a named ancient civilisation **OUTSIDE** of Ireland.

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.

List of foods = 1 SRS max.

Rome: Max of 2 SRSs each for Baths, Colosseum and Circus Maximus.

A paragraph on a historical figure, e.g., Julius Caesar, is acceptable.

A (ii) A person living in ancient (pre-Christian) Ireland.

Candidate may choose any period from ancient Ireland - Early Stone Age / Later Stone Age / Bronze Age / Iron Age.

If the answer contains material from different historical periods, mark each separately and credit the best.

List of foods = 1 SRS max.

A (iii) **A native Irish landowner who lost land in a named plantation.**

The question requires the person to be placed in a specific plantation, either named or inferred, but marks are not to be awarded for naming a plantation.

If the answer is exclusively from the perspective of a planter, max. CM = 8 and max. OM = 1.

If the name of the plantation is not mentioned, or is incorrect, but the material relates to a specific plantation, max. OM = 3.

Counties planted = 1 SRS.

Section B

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

B (i) **A factory/mine owner during the Industrial Revolution.**

If the answer is exclusively from the perspective of the factory worker, max. CM = 8 and max. OM = 1.

Working conditions etc. are valid, provided they are treated from the perspective of the owner.

Owner's comments on each aspect of the worker's life outside the factory, e.g., home, clothing, diet, leisure, etc. = 1SRS max.

Each factory condition or rule mentioned and described or developed = 1SRS.

B (ii) **A German soldier in Operation Barbarossa (invasion of Russia, June 1941).**

OR

A British/American soldier in D-Day (Allied landings in France, June 1944).

Treat details of the war to June 1941 as 'background' to Operation Barbarossa, i.e., 1 SRS, but preparations for the invasion of Russia are to be treated as an integral part of the topic. If the answer is exclusively from the perspective of a Russian soldier, max. CM = 8 and max. OM = 1

Treat details of the war to 6 June 1944 as 'background' to D-Day, i.e., 1 SRS, but preparations for the Normandy landings are to be treated as an integral part of the topic. If the answer is exclusively from the perspective of a German soldier, max. CM = 8 and max. OM = 1

B (iii) **A named political leader in the Republic of Ireland during the period 1960-1985**

A specific leader must be named or implied, but no marks are awarded for the leader's name.

The person chosen must have been a leader of government, a leader of a political party or a head of state.

Accept any political leader in the Republic, all or part of whose career as leader fell within the date parameters.

5. REVOLUTIONARY MOVEMENTS (30 marks)

A. Source D

A (i) Any form of government which destroys people's rights. 2M

A (ii) Quartering large numbers of troops in America/ Protecting troops from punishment for murders which they committed/ Cutting off American trade with the world/ Imposing taxes on Americans without their consent/ Depriving Americans of trial by jury/ Transporting Americans abroad to face false charges.
TWO facts 1 + 1 = 2M

A (iii) That the American colonies are, and ought to be free and independent (states). The four elements, 'are', 'ought to be', 'free' and 'independent' required for full marks. 2M
'That the American colonies are free' = 1M.
'That the American colonies ought to be free and independent' = 1M.

A (iv) More familiar with the territory/ More motivated than the British troops/ More talented military leadership/ Enjoyed the support of the American people/ British troops were too far from home/ Many of the British troops were mercenaries, etc
Any **TWO** valid reasons 2 + 2 = 4M

B. Sources E and F

B (i) (Theobald Wolfe) Tone. 2M

B (ii) An opponent = 1M; **ONE** reason = 1M.
The artist shows the rebels as wild or savage/ He shows them murdering a woman or defenceless people/ He shows them killing a dog.
'Supporter' = Zero, even if evidence is correct.
Evidence on its own = 1M.
TWO elements [Opponent & Reason] 1 + 1 = 2M

B (iii) Parliamentary reform/ An Irish Republic/ Freedom from British rule/ Equal rights for people of all religions/ Catholic Emancipation.
TWO aims 2 + 2 = 4M

C.

Mark the answer on SRS principle:

[**Max CM = 10M** **Max OM = 2M**]

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

In the case of (a), each clearly stated and (developed) 'impact' = 1 SRS. For example,

It helped spark the French revolution/ Many French soldiers who fought on the side of the Americans in the American war of Independence were impressed with what the Americans were doing and they helped to spread these ideas in France when they came back home/ The ordinary French people had no say in how the country was run. But the Americans had shown that people did not have to put up with such an unfair way of doing things/ French involvement in America was very costly. The country was already in financial difficulties and it now became bankrupt/ The Americans claimed that they were entitled to get rid of their king because he was not governing them properly. The French were also unhappy with their king and if the Americans could depose their king, so could the French/ The American leaders implemented many of the ideas of the Enlightenment. But these ideas had originated with such French writers as Rousseau and Voltaire. It was hardly surprising that many French people looked enviously at what the Americans had achieved and sought to copy them, etc.

Mark (b) The Reign of Terror as follows:

Setting up of Committee of Public Safety, reasons & people involved = 1 SRS max.

The Law of Suspects/ Victims = 1 SRS max.

The Law of Maximum/ Price Controls = 1 SRS max.

The Vendee = 1 SRS max.

Methods of Execution = 1 SRS max.

End of the Terror = 1 SRS max.

In the case of (c), each clearly stated (and developed) 'reason' = 1 SRS. For example,

General Lake carried out a campaign of terror in Ulster. His forces burned houses, tortured suspects, seized huge quantities of arms and terrorised the population. This weakened support for the United Irishmen in Ulster/ Spies did great damage to the United Irishmen. Two of the leaders, Thomas Reynolds and Leonard McNally were actually spies/ A number of the leaders were arrested when holding a meeting. Lord Edward Fitzgerald, another of the leaders, was later wounded when being arrested/ A French fleet failed to land in Bantry in 1796. A French force under Humbert landed in Killala but this too was defeated. And a French fleet was captured off the Donegal coast/ The rebels faced superior forces. Not only were they opposed by the British army but also by the Militia and the Protestant Yeomanry/ Sectarian killings in Wexford cost the rebels a lot of support. The burning of over 100 loyalists, most of them Protestants, in a barn at Scullabogue was the worst of these sectarian incidents, etc.

ONE account

10 + 2 = 12M

6A AGE OF EXPLORATION (30 marks)

- (i) To gain control of the spice trade/ To gain wealth/ To expand their empires/
To spread Christianity/ For personal prestige, etc.

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

- (ii) *Astrolabe*: To help pinpoint a ship's position at sea, (north or south of equator).
Logbook: A book containing a detailed record/log of a sea voyage.
Log and Line: (A float attached to a line used) to measure a ship's speed or distance travelled.
Sand-Glass: To measure time (and so help calculate distance travelled).

TWO elements 2 + 2 = 4M

- (iii) Lateen sails/ Clinker-built/ Could tack (sail against the wind)/ (Shallow keel meant) it could navigate coastal waters/ More manoeuvrable, etc.

Any **TWO** valid features 2 + 2 = 4M

- (iv) Mark the answer on SRS principle: [**Max CM = 8M** **Max OM = 2M**]
OM: 2M = very good / good; 1M = fair / poor ; 0 mark = very poor
In the case of (c), accept positive and negative effects on both the colonised peoples and the colonising power.

TWO accounts to be written (8 + 2) x 2 = 20M

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

- (i) *Interviews with elderly people*: They may be able to provide eyewitness accounts of events/ Historians can ask them questions to elicit further information/ They have lived through the changes that the historian is investigating.

Census returns: Provide information on population changes over time/
Contain details on such social issues as housing, literacy, education and marriages.

Personal diaries: Can contain information on such things as dress, food, pastimes, communications, transport, education,/Can show how different events impacted on people's lives.

Old Maps: They show features such as buildings, roads, bridges and land usage/ They can show changes that have taken place over time.

Usefulness of any **THREE** sources to the social historian 2 x 3 = 6M

- (ii) Allow 1M for mere mentions of valid inventions or means of communication, eg: ‘Mobile phones’ or ‘People use mobile phones’ = 1M.
Some indication of social change is required for the extra 1M, eg: ‘Landlines now used less and less as the mobile phone has taken over’.
Other examples of 2M answers: RTE television opened in 1961/ From the 1960s telephones became common in people’s homes/ Many young people now use facebook as their main means of communication, etc.
NB Communications = The transmission of sounds, images messages and ideas; changes in transport are not acceptable.
Any **THREE** valid changes in communications since 1960 $2 \times 3 = 6M$
- (iii) Allow 1M for mere mentions of new types of educational facilities or changes in education policy, eg: ‘Gaelscoileanna’ or ‘Gaelscoileanna have opened’ = 1M; ‘Free education’ or ‘Free education was introduced’ = 1M.
Some indication of social change is required for the extra 1M, eg: ‘Many parents are now choosing to send their children to Gaelscoileanna’ or ‘Free education increased access to secondary schools’.
Other examples of 2M answers: More students are now staying in school longer/ Corporal punishment has been banned in all schools/ Many more schools are now co-educational, etc.
Any **THREE** changes in education since 1960 $2 \times 3 = 6M$
- (iv) Mark on SRS principle: **[Max CM = 10M Max OM = 2M]**
OM: 2M = very good / good; 1M = fair /poor; 0 mark = very poor
Note: ‘Since 1945’.
NB Marks are to be awarded only for clearly stated, valid changes.
 $10 + 2 = 12M$

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

- (i) *Castle document:* A (forged) document stating that the government was planning to disarm the Volunteers and/or arrest their leaders/ A document used by the military council to persuade MacNeill to get the Volunteers to fight in 1916.
Military council: A secret group set up by the IRB to plan a rising.
Blood sacrifice: The belief that Irish republicanism could be revived by the rebels dying for the cause
Proclamation of the Irish Republic: A document (signed by the seven members of the military council) declaring Ireland to be an independent Irish Republic.
‘This was read out by Pearse outside the GPO’ = 1M
TWO terms explained $2 + 2 = 4M$
- (ii) 1. Lloyd George (both terms needed)
2. Griffith
3. signing
4. war
5. Anglo-Irish (both terms needed)
6. Civil $1 \times 6 = 6M$

- (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 to be written (8 + 2) x 2 = 20M

6 D INTERNATIONAL RELATIONS IN THE 20th CENTURY (30 marks)

- (i) That democracy was an ineffective form of government/ That a country should be governed by a strong ruler or dictator/ Extreme nationalism/ Anti-communism/ Importance of propaganda to maintain support for a government, Anti-semitism, etc.

Any TWO valid ideas of fascism 2 + 2 = 4M

- (ii) Mark the answer on SRS principle: [Max CM = 8M Max OM = 2M]

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

In the case of (a), Mussolini's Rise to Power = 1 SRS.

ONE account to be written 8 + 2 = 10M

- (iii) Germany could not match the combined military strength of the Allies/
America's wealth and industry allowed it produce massive amounts of war materials for the Allies/ Hitler over-stretched by attacking the USSR while still fighting in the west, etc.

Any TWO valid reasons for Germany's defeat 2 + 2 = 4M

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

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

- (a) Cold War

Berlin Blockade: Treat material up to, and including, the dividing of Berlin into 4 zones as 'background', i.e., 1 SRS max.

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

Cuban Missile Crisis: Treat material up to, and including, the Bay of Pigs Invasion in 1961 as 'background', i.e., 1 SRS max.

- (b) European unity

Treat events prior to 1945 as 'background', i.e., 1 SRS max.

- (c) African/Asian nationalism

Treat events prior to 1945 as 'background', i.e., 1 SRS max.

ONE account to be written 10 + 2 = 12M