



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2016

Marking Scheme

History

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.



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State Examinations Commission

JUNIOR CERTIFICATE 2016

MARKING SCHEME

HISTORY

ORDINARY LEVEL

GENERAL PRINCIPLES AND MARKING SCHEME

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.

 - (e) Read all answers, even excess, repeated or cancelled. The answer gaining most marks is accepted within the rubrics of the examination paper.

MARKING SCHEME

JUNIOR CERTIFICATE HISTORY 2016 - Ordinary Level - 180 marks

1. **PICTURES** (35 marks)

(a) Tombs from ancient Ireland

- (i) They were very good at building stone tombs/ They showed respect and honour for the dead, etc 2M
- (ii) They built a narrow entrance to the grave passage/ They set up a level lintel or a window box to let in the sun's rays/ They installed very large guard stones at the entrance/ They carved artistic spirals on the stones, etc 4M
- (iii) *Mount Sandel*: Site of the earliest mesolithic settlement
Druid: A Celtic priest
Fulacht Fia: An open-air cooking site
ONE of the terms explained
2M for vague or incomplete explanation 4M

(b) Early Irish monastery

- (i) Look-out tower/ Storage/ Hiding place, etc
2M for vague or incomplete explanation 4M
- (ii) To praise or preach or teach using scenes from Bible stories
2M for vague or incomplete explanation 4M
- (iii) Any **ONE** saint with matching site, eg: Kevin - Glendalough
Any saint = 2M Matching site = 2M 4M

(c) Columbus lands in America

- (i) Because they approach him/ greet him/ offer him presents 2M
- (ii) Because they run away from the Spanish sailors/ They run for their lives 3M
- (iii) To claim this new land in the name of their Christian religion/ To proclaim their faith in the Christian religion 4M
- (iv) Any **ONE** valid reason why information in historical documents can be incorrect
2M for vague or incomplete explanation 4M

2. **DOCUMENTS** (35 marks)

(a) ***The escape of a prisoner***

- (i) Geneva 2M
- (ii) British soldiers 2M
- (iii) Manure 2M
- (iv) He escaped in the farmer's cart hidden under a load of manure 3M
- (v) Through a hole cut in the bottom of the cart
Through his nose/mouth **ONLY** = 1M 3M
- (vi) Any **ONE** revolutionary leader with matching country such as:
Washington – America; Robespierre – France; Wolfe Tone - Ireland
Any leader = 2M Matching correct = 2M 4M

(b) ***Bray seaside resort in the 1940s***

- (i) Bray was close to Dublin/ Bray had a railway line direct to the city 2M
- (ii) Outside the railway station 2M
- (iii) The beach/ promenade 2M
- (iv) Fiddle/ violin 2M
- (v) He was old/ he sat on a wooden seat/ he spoke Irish/ he was blind/ he was from Cork/ he came to Bray every summer
Any **TWO** pieces of information except musician, fiddle-player, busker
2M + 1M = 3M
- (vi) It was the first time he had ever met a blind person/ It was the first time he had ever seen someone playing the fiddle
2M for vague or incomplete explanation 4M
- (vii) *Secondary source:*
A source created later by someone without direct experience of the issue
Artefact:
A product of human art or workmanship rather than naturally produced
Museum:
A building for storing and showing of objects of historical interest
ONE of the terms explained
2M for vague or incomplete explanation 4M

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

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

- (i) Explanation: An original source of information from the actual time which is being studied (3M)
Example: An item such as a letter or diary or newspaper from the time (3M) 6M
- (ii) Random discovery of an artefact/ Aerial photos/ Oral history from local people/ Old maps or historical documents/ Use of metal detector/ Use of ground-penetrating radar (GPR), etc
Any **ONE** way the archaeologist decides 6M
- (iii) To avoid breakage or destruction of any artefact they find
Any **ONE** valid reason for being careful 6M
- (iv) A place where monks made copies of religious texts 6M
- (v) **ONE** valid reason why life was difficult in the early monastery 6M
- (vi) Because their design and/or location had been well chosen for defence 6M
- (vii) Any **ONE** valid reason why the Renaissance began in Italy and not elsewhere 6M
- (viii) Name of **ONE** Renaissance writer = 3M eg: Shakespeare
Name of **ONE** of his/her works = 3M eg: 'Romeo and Juliet'
The work named must be that of the named writer 6M
- (ix) Any **ONE** valid change in art or science during the Renaissance 6M
- (x) Any **ONE** valid reason why sea travel became safer, 1300 - 1500
3M for vague or incomplete explanation 6M

- (xi) Any **ONE** valid reason why Europeans were able to conquer the native people of America 6M
- (xii) Naming of country = 0M
Any **ONE** event which occurred in that country = 6M 6M
- (xiii) Naming of country = 0M
Correct Yes/No answer = 3M
Any **ONE** valid reason for success or failure of that revolution = 3M 6M
- (xiv) Any **ONE** way in which the Agricultural Revolution changed Britain 6M
- (xv) Any **ONE** valid reason why the Industrial Revolution began in Britain and not elsewhere 6M
- (xvi) **ONE** valid development or invention from Agricultural or Industrial Revolution = 3M
Correct name of person responsible for that development or invention=3M 6M
- (xvii) Any **TWO** valid reasons why life in British cities c 1850 was unpleasant
3M + 3M = 6M
- (xviii) **ONE** Irish female politician of 20th century

OR

- ONE** change in the lives of Irish women in the 20th century 6M
- (xix) **ONE** political leader outside of Ireland (1922-1989) = 3M
and his/her country = 3M
Example: Hitler - Germany 6M
- (xx) Any **ONE** political event outside of Ireland, 1945-1989 6M

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

Little or 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.

Note that an answer may contain 5 full SRS, but it might not be a thorough or complete account overall. For example, an answer to A(iii) may earn full CM marks on the early life of Martin Luther alone, but an answer exclusively on his early life would hardly attract a good/very good OM.

For background material: Award one SRS only.

Candidates must answer one from Section A and one from Section B

SECTION A

- A (i) A person living in a **named** ancient civilisation **outside** of Ireland. Beware of vagueness and of answers which do not deal directly with one particular civilisation.
- A (ii) A person living in a medieval town. All aspects of the life of the person and physical descriptions of the town are acceptable.
- A (iii) The reformer must be **named** and answer must clearly relate to the chosen person.

SECTION B

- B (i) A person who received land during the plantations in Ireland. Beware of vagueness and of answers which deal with the displaced Irish rather than the settlers.
- B (ii) A person living in Ireland during the Famine. Beware of vagueness and of answers which do not deal directly with Famine Ireland.
- B (iii) A **named** person involved in the struggle for Irish independence, 1916-1923. All aspects of life are acceptable.

OR

An old person talking about changes that have taken place in the Irish **countryside** since 1950. Beware of vagueness and of material which may not be valid for the countryside or for the chosen historical period, Ireland **since 1950**.