



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Junior Certificate 2015**

**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.



**Coimisiún na Scrúduithe Stáit**  
*State Examinations Commission*

# **JUNIOR CERTIFICATE 2015**

## **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 (b) a cartographer
- 2 (a) a complete turn around
- 3 (c) colony
- 4 (a) Shannon
- 5 (a) height above sea level
- 6 (d) Atlantic
- 7 (d) recycling
- 8 (b) recreation
- 9 (a) passage tomb
- 10 (b) farmland
- 11 (c) apartments
- 12 (a) dungeon
- 13 (d) a diary
- 14 (a) tons and cities

(1m x 12) = 12m

**(B) ANCIENT WORLDS**

**(6 marks)**

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

(2 x 3) = 6m

**(C) IRISH SETTLEMENT**

**(6 marks)**

1. A is a longphort (1m)  
Because of the Viking boat (1m)  
B is a monastery (1m)  
Because of the church or round tower (1m) 4m
2. Prayer/ Worship/ Artwork/ Monastic life 1m
3. Timber/ Willow or sally rods/ Thatch 1m

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

**(A) PLANTATION IN 17<sup>TH</sup> CENTURY IRELAND** (24 marks)

- |    |   |             |    |
|----|---|-------------|----|
| 1  | 1613  |             | 1m |
| 2  | Sir Josias Bodley                             |             | 1m |
| 3  | TWO from Strabane, Donnalong and Skean        | (1 + 1)     | 2m |
| 4  | (Nearly) a hundred                            |             | 2m |
| 5  | TWO types of food: Meat and Dairy             | (1 + 1)     | 2m |
| 6  | To protect themselves (from the native Irish) |             | 2m |
| 7  | A large (1m) thatched (1m) house              |             | 2m |
| 8  | Any TWO valid pieces of evidence              | (1 + 1)     | 2m |
| 9  | Any TWO valid weapons                         | (1 + 1)     | 2m |
| 10 | Any ONE valid reason                          |             | 2m |
| 11 | THREE valid points                            | (2 + 2 + 2) | 6m |

**OR**

**(B) BRAZIL IN THE 20<sup>TH</sup> CENTURY** (24 marks)

- |   |                               |         |    |
|---|-------------------------------|---------|----|
| 1 | TWO valid reasons             | (2 + 2) | 4m |
| 2 | TWO valid reasons             | (2 + 2) | 4m |
| 3 | Clearly stated valid reason = |         | 4m |
| 4 | THREE valid reasons           | (2 x 3) | 6m |
| 5 | THREE valid problems          | (2 x 3) | 6m |

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

**(A) THE INDUSTRIAL REVOLUTION (12 marks)**

- 1 **TWO** valid reasons (2 + 2) 4m
- 2 **TWO** valid problems (2 + 2) 4m  
Problem stated = 1m; Problem described = 2m
- 3 **TWO** terms explained (2 + 2) 4m

**AND**

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

- 1 Poppies were very common flower in Belgium/France (where so many battles were fought) 1m
- 2 Because 2014 was the centenary (100<sup>th</sup> anniversary) of the outbreak of the war 1m
- 3 **ONE** valid reason 2m
- 4 **FOUR** SRSs on **ONE** of the two headings (2 + 2 + 2 + 2) 8m

**OR**

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

- 1 **TWO** valid reasons (1 + 1) 2m
- 2 **ONE** valid reason 2m
- 3 **FOUR** SRSs on **ONE** of the two headings (2 + 2 + 2 + 2) 8m

**QUESTION 4****(24 marks)****4. WOMEN IN THE DEVELOPED AND DEVELOPING WORLD****(12 marks)**

- |   |   |             |    |
|---|---|-------------|----|
| 1 | Sweden  |             | 1m |
| 2 | Angola  |             | 1m |
| 3 | <b>THREE</b> differences explained<br>Difference stated = 1m; Difference explained = 2m | (2 + 2 + 2) | 6m |
| 4 | <b>TWO</b> differences explained<br>Difference stated = 1m; Difference explained = 2m   | (2 + 2)     | 4m |

**ECONOMIC EXPLOITATION OF DEVELOPING COUNTRIES****(12 marks)**

- |   |   |         |    |
|---|---|---------|----|
| 5 | Explanation of 'export'   |         | 2m |
| 6 | Explanation of 'exploitation'   |         | 2m |
| 7 | <b>TWO</b> valuable minerals  | (2 + 2) | 4m |
| 8 | Clear and well-expressed valid reason = 4m<br>Incomplete or poorly expressed = 2m |         | 4m |

**QUESTION 5****(24 marks)**

- |   |  |         |    |
|---|--|---------|----|
| 1 | N25  |         | 2m |
| 2 | Any <b>TWO</b> from Brickey, Colligan, Glendine, Glendermot and Dalligan   | (1 + 1) | 2m |
| 3 | S275 006   |         | 4m |
| 4 | Woodland/ Forestry   |         | 4m |
| 5 | <b>TWO</b> pieces of evidence of historical settlement in the area   | (2 + 2) | 4m |
| 6 | <b>FOUR</b> pieces of evidence required  | (1 x 4) | 4m |
| 7 | Any <b>TWO</b> valid pieces of evidence (one from map and one from the photo) that Dungarvan harbour is not accessible to large boats or ships | (2 + 2) | 4m |