



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

**Junior Certificate 2015**

**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.

## 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 2015 - Ordinary Level - 180 marks

### 1. PICTURES (35 marks)

#### (a) *A castle on the English coast*

- (i) Easier to defend/ Strategic position to watch for foreign invasion, etc 3M
- (ii) For defence 3M
- (iii) *Drawbridge*: A bridge hinged at one end so that it may be raised to prevent though traffic  
*Moat*: A deep ditch around a castle filled with water  
*Siege*: An attacking force tries to force a castle to surrender by surrounding it (and cutting off supplies)  
**ONE** of the terms explained  
2M for vague or incomplete explanation 4M

#### (b) *The Claddagh, Galway, 1901*

- (i) They were poor/ Couldn't afford shoes, etc  
1M for vague or incomplete explanation 3M
- (ii) They were adjoining/ small/ whitewashed/ thatch-roofed, etc  
2M for vague or incomplete explanation 4M
- (iii) Any **ONE** valid source, eg: 1901 census, old newspapers, diary 4M

#### (c) *Waterford jam factory*

- (i) It was a jam and preserving factory/ It belonged to Dobbin, Ogilvie & Co Ltd, etc 3M
- (ii) Each worker had a sewing machine/ The cut-out sections of garments can be seen along the worktop, etc 3M
- (iii) They are all women, etc  
Any **ONE** piece of evidence 4M
- (iv) Any **ONE** Irish political leader, 1900-2000  
**OR**  
Any **ONE** valid change in Irish working life, 1900-2000 4M

2. **DOCUMENTS** (35 marks)

(a) ***The Little Ark***

- (i) 8,000 2M
- (ii) Michael Meehan 3M
- (iii) Because landlords would not allow their land to be used as the site for a church 3M
- (iv) Owen Collins 3M
- (v) Kilbaha 3M
- (vi) *Museum*: A building for the display (and storage) of objects of historical interest  
*Secondary source*:  
*Artefacts*: Products of human art or workmanship (discovered by archaeologists on a dig)  
**ONE** of the terms explained  
2M for vague or incomplete explanation 4M

(b) ***Women's football in Co Galway***

- (i) Eighteen 2M
- (ii) Because Caherlistrane was nearer 2M
- (iii) At an uncle's house 3M
- (iv) He just didn't think that girls should be playing sport 3M
- (v) Because he saw that she was winning more trophies than her brothers 3M
- (vi) **ONE** valid way in which life in the Irish countryside changed, 1900-2000  
**OR**  
**ONE** valid way in which an Irish government improved the lives of ordinary people, 1900-2000 4M

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

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

- (i) Before Christ 6M
- (ii) *Dolmen*: Megalithic tomb/ Large flat stone laid on upright ones  
*Flint*: A hard grey stone used to make stone-age tools or weapons  
*Hunter-gatherers*: They lived by **hunting** wild animals (3M) and **gathering** berries and nuts (3M)  
Any **ONE** term properly explained 6M
- (iii) A named ancient civilisation from outside Ireland  
Any **ONE** fact about houses/ reigion/ burial customs 6M
- (iv) Any **ONE** valid monastic artwork, eg: Book of Kells, Ardagh Chalice 6M
- (v) **ONE** named Irish saint = 3M      Site associated with that saint = 3M      6M
- (vi) A knight was a title awarded to a nobleman (having served as page and squire) by the king 6M
- (vii) *Journeyman*: A craftsman who has completed his apprenticeship  
*Normans*: A native of the Normandy region of France  
*Jousting*: A contest between knights on horseback with lances  
Any **ONE** term properly explained 6M
- (viii) Any **ONE** valid reason, eg: plague, fire 6M
- (ix) Spices were needed to preserve food/ to make plain food tastier/ were hard to get and so were expensive 6M
- (x) Any **ONE** valid reason why sea travel was thought to be dangerous 6M

- (xi) *Compass*: An instrument which always points north/ allows sailors to know what direction they are travelling  
*Caravel*: A smaller, lighter and faster ship  
*Astrolabe*: An instrument by which sailors could navigate using the stars to get their bearings  
**ONE** term properly explained 6M
- (xii) Any **ONE** valid problem in the Catholic Church 6M
- (xiii) Name of **ONE** religious reformer = 3M  
Any **ONE** valid reason for the revolution in the named country = 3M 6M
- (xiv) *The Pale*: Dublin and nearby counties where English law and customs applied  
*The Armada*: Spanish fleet of warships sent to attack England  
*Undertakers*: Planters who were granted land in Ireland on certain conditions  
**ONE** term properly explained 6M
- (xv) Name of **ONE** area planted = 3M  
Name of ruler who planted that area = 3M 6M
- (xvi) Any **ONE** valid change in Ireland because of the plantations 6M
- (xvii) *Seed drill*: A machine which planted seed at equal distance and proper depth in the soil  
*Crop rotation*: Planting a different crop each year so that the soil can recover after each harvest  
*Selective breeding*: Choosing only the best-quality animals to breed to improve meat/milk yield  
Any **ONE** term properly explained 6M
- (xviii) Any **ONE** valid reason 6M
- (xix) Any **ONE** valid reason 6M
- (xx) Any **ONE** valid reason 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 B(i) may earn full CM marks on the early life of George Washington 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) An archaeologist at work. Any aspects of an archaeologist’s work may be relevant.

A (ii) A person living in Celtic Ireland. Beware of vagueness and of answers which do not deal directly with Celtic Ireland.

A (iii) A named artist during the Renaissance. The artist must be **named** and the answer must clearly relate to the chosen person.

## SECTION B

- B (i) The revolutionary leader must be **named** and the answer must clearly relate to the chosen person.
- 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 political leader from outside Ireland, 1920-1985. All aspects of that person's life are acceptable.