



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2019

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 2019

MARKING SCHEME

HISTORY

HIGHER LEVEL

JUNIOR CERTIFICATE EXAMINATIONS, 2019

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 (v) 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 2019 Marking Scheme

1. PICTURES (15 marks)

(a) Picture A: ***Passage Tomb site at Dowth Hall, Co Meath, 2018***

(i) A (paint)brush 1M

(ii) The carvings on the stone/ only tools available were made of stone/
had no access to metal, etc

ONE valid explanation. 2M

(iii) Radio-carbon or carbon 14 dating/ Dendrochronology or tree-ring
dating/ Pollen dating/ Stratigraphy/ Inscriptions on artefacts, etc.

Any **TWO** types of dating methods. 1+1 = 2M

(b) Picture B: ***Marie Antoinette's execution on 16 October 1793***

(i) Guillotine 1M

(ii) To prove that she was dead, etc
Any **ONE** reason. 2M

(iii) Depletion of the national treasury/ Conspiracy against the internal
and external security of the State/ High treason (because of her
intelligence activities in the interest of the enemy).

Any **ONE** reason 2M

(c) Picture C: ***Illustrated London News, 1846***

(i) Peel's Indian Corn 1M

(ii) People are pushing to get into the store, etc
ONE piece of evidence 2M

(iii) Blight/ Failure of the potato crop/ Overdependence on the potato/
Practise of sub-division (gavelling)/ British failure to adequately
respond to the crisis, etc.

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

2. **DOCUMENTS** (15 marks)

(a) ***Extract from Vasari's Lives of the Most Eminent Painters, Sculptors and Architects***

- (i) Cremona 1M
- (ii) (Lord) Duke of Alba 1M
- (iii) King Philip "Caused her to be escorted in great honour to Spain" / "he keeps her with a rich allowance" / "about the presence of the Queen"
Any **ONE** example. 1M
- (iv) "In memory of the talent of Sofonisba" / "Italy has no abundance of her works" 1 + 1 = 2M
- (v) Cosimo de Medici/ Lorenzo de Medici/ Ludovico Sforza/ Julius II/ Leo X, etc.
Any **TWO** patrons. 1 + 1 = 2M

(b) ***Extract from Flame of French Resistance speech, 1940***

- (i) To bring about the cessation of hostilities 1M
- (ii) The tanks, the planes, and the tactics of the Germans 1M
- (iii) Blitzkrieg (Do **NOT** accept "Blitz" alone) 2M
- (iv) De Gaulle states "behind her (France) is a vast empire" / France can make "common cause with the British Empire" / France can draw on "the immense industrial resources of the United States"
Any **TWO** reasons. 1 + 1 = 2M
- (v) Vichy (France) 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) Random discovery of an artefact leads to excavation/ Known sites of ancient building or monuments/ Sites mentioned in legend or folklore/ Features seen from aerial photographs, etc.
ONE valid method. 2M
- (iii) A [megalithic] tomb / a burial place 2M
- (iv) To cover or extinguish the fire at night (for safety reasons)
Do **NOT** accept modern concept of being indoors by a certain time 2M
- (v) Thick walls/ round arches/ sturdy pillars/ barrel vaults/ large towers/ decorative arcading.
TWO valid features of Romanesque architecture. 1 + 1 = 2M
- (vi) Telescope/ Planetary motion/ Pendulum theory/ Gravity, etc.
'The printing press' = Zero
TWO valid developments in science 1 + 1 = 2M
- (vii) Abuses/ Simony/ Nepotism/ Pluralism/ Absenteeism/ Uneducated clergy/ Corrupt popes and bishops/ Sale of indulgences, etc.
(‘Indulgences’ = 0 mark)
Any **TWO** valid reasons. 1 + 1 = 2M
- (viii) The Society of Jesus/ the Jesuits 2M
- (ix) French soldiers fought on the side of the Americans/ They brought back revolutionary ideas to France/ Helped bankrupt the French government, etc
TWO valid effects. 1 + 1 = 2M
- (x) Wexford. 2M

- (xi) Population growth fuelled demand/ Agricultural revolution provided the workers for the factories/ Trade with colonies/ Plentiful coal and iron supplies/ Britain had people who were willing to invest in industry, etc.
(Britain had many wealthy people/ Agricultural revolution = 0 mark)
TWO valid reasons, 1 + 1 = 2M
- (xii) Discovered 'pasteurisation' / Discovered a vaccine for rabies, etc. 2M
- (xiii) (Transatlantic) ships on which many emigrants died of hunger or disease/ Unsuitable or unseaworthy ships that sailed from Ireland with emigrants.
ONE definition 2M
- (xiv) The (Ulster) Solemn League and Covenant. 2M
- (xv) The killing of leading members of the SA by Hitler/ Destruction of the SA/ The killing of hundreds of Hitler's opponents 2M
- (xvi) To support Franco/ To support the Church/ To oppose Communism/ To oppose Fascism/ To support the (Spanish) government/ To support Communism.
ONE valid reason. 2M
- (xvii) (Neville) Chamberlain 2M
- (xviii) Ireland saw it as a British, not an Irish, war/ Idea of neutrality was supported by most of the population/ It showed Ireland's independence / Ireland was too weak to fight / Northern Ireland was still part of the United Kingdom
TWO valid reasons. 1 + 1 = 2M
- (xix) Mother and Child Scheme/ TB Eradication Scheme/ TB hospitals/ Sanatoria (Health Act/ New hospitals = 1M)
ONE project. 2M
- (xx) Richard Mulcahy/ James Dillon/ Liam Cosgrave/ Garret FitzGerald/ John Bruton/ Alan Dukes/ Michael Noonan/ Enda Kenny/ Leo Varadkar
TWO Fine Gael leaders 1 + 1 = 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 an account.**]

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 farmer 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 (ii) **A monk in an Early Christian monastery in Ireland.**

Do not credit material that relates exclusively to the medieval monastery.

Correctly identifying one of the early Irish monasteries, eg, I am a monk in Glendalough = 1 SRS AND There were also early Irish monasteries in Clonmacnoise, Kells and Skellig Michael = 1 SRS.

Communal prayers = 1 SRS max.

Round towers = 2 SRSs max.

Scriptorium = 2 SRSs max.

Two unexplained monastery features = 1 SRS.

A (iii) A named Renaissance writer.

A specific person (e.g. Shakespeare) must be named or implied, but no marks are awarded for the person's name.

If the person's name is not mentioned, or is incorrect, but the material clearly relates to a specific writer, max. OM = 3.

Each book/ play/ poem named and described = 1SRS. Additional information may merit further SRSs.

If works are merely listed (e.g.: Shakespeare's plays), 2 works = 1SRS.

Section B

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

B (i) A native Irish person who lost land during a named plantation during the 16th or 17th century.

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.

B (ii) A factory owner or a mine owner during the Industrial Revolution in Britain, c. 1850.

If the answer is exclusively from the perspective of the factory/ mine 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 (iii) A named leader involved in the struggle for Irish independence, 1916-1923.

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.

Treat all material up to 1916 as 1 SRS max.

Treat all material post-1923 as 1 SRS max.

5. The Voyages of Exploration

(30 marks)

A. Source D

- A (i) Four tropic birds (came to the ship) 2M
- A (ii) The Admiral (Columbus) encouraged them in the best manner he could/
Columbus explained the profits they were about to acquire. 2M
- A (iii) They have no weapons/ They are not familiar with them/ the natives grasped
Columbus's sword by the blade and cut themselves/ their javelin is not made
of iron/ they only have sticks
ONE valid piece of evidence. 2M
- A (iv) (Martin and Vincent) Pinzon 2M

B. Sources E

- B (i) The most patient/ peaceful/ they hold no grudges/ they do not start fights/
they are ready and willing to learn
Any **TWO** examples 1 + 1= 2M
- B (ii) He says "it is very likely they will accept our Catholic religion" 2M
- B (iii) He describes the Spanish as "wild wolves" because of their violent behaviour
towards the natives, e.g., "killed and terrorised the native peoples"/ "they
began to carry out massacres and strange cruelties/ etc. 2M
- B (iv) Disease/ Starvation/ Slavery
ONE valid reason 2M
- B (v) **Accept YES and NO answers**

Candidate must convey an understanding of the concept of "unfairly one-sided". Evidence must be provided to support their argument.

Evidence alone, with no supporting statement = 0m 2M

- 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

ONE account only

10 + 2 = 12M

**In the case of (a), each clearly stated and explained “contribution” =1SRS. Accept “contributions” under the following headings ONLY;
*Merely stated with no explanation max 1m***

- Henry the Navigator and his impact, e.g., School for navigation, new techniques in boat building
- Henry the Navigator sent explorers down the coast of Africa e.g., explorers rounded Cape Bojador/ reached as far as the Gambia River
- Diaz was the first sailor to round the tip of Africa
- Vasco Da Gama rounded the Cape of Good Hope and reached Calicut in India
- Discovery of the sea route to the Spice Islands
- Cabral discovered Brazil.

In the case of (b), each clearly stated and developed aspect of the “Conquest of Mexico” =1SRS.

**Accept under the following headings ONLY;
*Merely stated with no explanation max 1m each***

- Reasons for the Conquest.
- Cortés + Aztecs
- Cortés Arrives at Tenochtitlan
- Montezuma II is Killed
- Cortés Conquers the Aztecs
- Consequences of the Conquest for the natives/ Spanish

In the case of (c), each clearly stated and developed aspect of the “Conquest of Peru” =1SRS.

**Accept under the following headings ONLY;
*Merely stated with no explanation max 1m each***

- Reasons for the Conquest
- Pizarro + Incas
- Pizarro met with Emperor Atahualpa
- Atahualpa imprisoned
- The death of Atahualpa.
- Consequences of the Conquest for the natives/ Spanish

ONE account only

12M

6A 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

Chapter House: (Monks') meeting house/ Room to discuss monastic business/ Room in which abbot was elected.

Cloister: A covered (enclosed) walkway (around the central garden)

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

- (ii) The 3 stages, explained-Page, Squire and Dubbing = 1 SRS Max each
3 x 2 = 6M

- (iii) Mark the answer 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 B SOCIAL CHANGE IN TWENTIETH CENTURY IRELAND (30 marks)

- (i) **Census Returns:** Provide information on population changes over time/ Contain details on such social issues as housing, literacy, education and marriages.

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

School roll books: They are a record of the numbers, sex and ages of those attending a particular school.

Usefulness of any **TWO** sources to the social historian 2 + 2 = 4M

- (ii) Bungalows have replaced many farmhouses/ Running water now in all houses/ Various mod cons now found in every kitchen/ Most houses now have central heating/ Electricity was extended to houses in the countryside/ Blocks of apartments have been built in the cities and most towns/ Housing estates have grown up on the outskirts of almost every town, etc.
Any **THREE** changes in housing 3 x 2 = 6M

- (iii) Mark on SRS principle: [**Max CM = 8M** **Max OM = 2M**]

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

NB Marks are to be awarded only for clearly stated, valid changes.

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

6 C POLITICAL DEVELOPMENTS IN 20th CENTURY IRELAND

(30 marks)

- (i) **B-Specials:** A part-time police force in Northern Ireland/ An anti-Nationalist police force.

Gerrymandering: The rigging of constituency boundaries (to advantage one party)

Internment: Imprisonment without trial. 'Imprisonment' alone = 1M

Any **TWO** valid explanations

2 + 2 + 4M

- (ii) Setting up of An Garda Síochána/ Establishing an independent judiciary/
Setting up the Agricultural Credit Corporation (ACC)/ 1927 Electoral
Amendment Act/ The Shannon Scheme/ Brought Ireland into League of
Nations/ Statute of Westminster, etc.

THREE valid achievements

3 x 2 = 6M

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

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

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

One or more terms of the 1938 Anglo-Irish Agreement, clearly stated = 1 SRS max.

TWO accounts to be written

(8 + 2) x 2 = 20M

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

- (i) **The Pact of Steel:** Military agreement with Hitler.

"Agreement with Hitler" alone=1M

OVRA: The secret police/ Organisation for Vigilance and Repression of Anti-Fascism.

The Squadrist: The Blackshirts/ Mussolini's uniformed followers

Any **TWO** valid explanations

2 + 2 = 4M

- (ii) Fear of another war/ Fear of communism/ They felt that the Treaty of
Versailles was too severe/ The cost of rearmament was too high/ Lack of
military preparation/ Countries afraid to act alone.

Any **TWO** valid reasons.

2 + 2 = 4M

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

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

(c) Note the date parameters: Treat events after 1939 (e.g. the Final
Solution) as 1 SRS max.

ONE account to be written

8 + 2 = 10M

- (iv) Candidates must choose from Topic 1 OR Topic 2 OR Topic 3 below:

MAXIMUM OF 1 SRS FOR CONSEQUENCES

Topic 1 - Rise of the Superpowers

- (i) An account of a **named** Cold War crisis between USA and USSR, 1945-1963

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

Do **NOT** accept Warsaw Pact or Berlin Wall as consequences of the Blockade.

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.

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

OM: 2M = very good / good; 1M = fair / poor; 0 mark = very poor 12M

Topic 2 - Moves towards European unity

- (i) An account of the growth of the European Union since 1957.

Treat events prior to 1973 as “background” 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 12M

Topic 3 - African or Asian nationalism

- (i) An account of the main events in the movement for independence of a **named** African or Asian country after 1945.

Treat events prior to 1945 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 12M