



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle 2025

Marking Scheme

History

Common 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.

Online Marking Annotations

Symbol	Description	Denoting
	Tick with number	Tick with value of marks awarded (e.g., 3 marks)
	Zero	Zero marks awarded
	Tick (blank)	Valid/correct/relevant point, but no mark awarded as maximum marks already earned.
	Vertical wavy	Pages/sections seen by examiner
NR	No response	Question not answered

Rationale

The Learning Outcomes in the Junior Cycle History Specification set out what students should know, understand and be able to do. The questions on this examination paper aim to test the knowledge, understanding, skills and values that students acquire in their study of the Learning Outcomes for History.

The Learning Outcomes to be assessed in any one examination will constitute a sample of the Learning Outcomes for History. Some questions may test more than one Learning Outcome at a time. Strand One Learning Outcomes will be incorporated into questions throughout the examination paper.

It is recognised that teachers and students may approach the Learning Outcomes in different ways, depending on particular interests, local circumstances, etc. A range of interpretations of the Learning Outcomes will be accommodated within the marking process.

Marking Procedures

The procedure for marking will consist of:

- Careful reading and analysis of all answers.
- Allocation of marks to each answer according to the agreed marking scheme.

Read all the answers provided, including excess, repeated or cancelled answers. The answer gaining most marks is accepted, within the rubrics of the examination paper.

Some questions require specific answers/points, as laid out in the marking scheme. Only the answer given in the scheme or words to the same effect may be awarded marks.

Other questions can attract a range of answers. Sample points provided in the marking scheme are indicative only; alternative points/answers may be valid. 'Etc.' is used to signal that other answers may be acceptable.

If in doubt about the validity of any answer, an examiner should consult his/her advising examiner before awarding marks.

Examiners are required to annotate the candidates' answers as directed during the marking conference.

If a candidate writes more than is required to gain maximum marks in an answer the examiner should insert "blank" ticks to indicate where further marks could have been awarded.

A zero-mark annotation should be inserted where an answer has been attempted but which merits no marks. If a question has not been attempted the examiner should record NR (No Response).

Errors of spelling, grammar and/or punctuation should not be penalised.

Q 1		Marks
(a)	<i>Why are the records contained in archives important, according to Source 1?</i> Archival records are unique/irreplaceable/of long-term value 3 marks	3
(b)	<i>From Source 1, how can damage be caused to archival materials?</i> Archival materials can be damaged by fire/damp/light/heat/ elastic bands/staples/paper clips 3 marks	3
(c)	<i>From the illustration, what is the web address of Offaly Archives?</i> www.offalyarchives.com 3 marks	3
(d)	<i>Using Source 1, explain how three of the photographs above relate to work in an archive.</i> 1. Incoming documents which need to be cleaned and sorted 2. Archivist getting a file/returning a file to storage 3. A document showing damage by a paper clip which has been removed 4. Dirty documents which are going to be cleaned/documents that will have the elastic bands removed/documents that need conservation 5. [A document in an acid-free folder] 6. A historian studying a document in the reading room/a historian consulting a catalog Any three (<i>not</i> no. 5): 3 x 3 marks Accept reasonable interpretations of the photographs.	9
(e)	<i>When was the resolution in Source 3 passed and when was it cancelled?</i> Passed: May 1916 3 marks Cancelled: 1/9/20 or September 1920 3 marks	6
(f)	<i>Name the event in Irish history which was discussed by the Tullamore town councillors in May 1916.</i> The 1916 Rising/the Easter Rising 3 marks	3

Q 1		Marks
(g)	<i>Using Source 3, what could a historian learn about changing attitudes to this event from the document?</i> Mark the quality of the answer on a sliding scale of 6 marks: 5-6 marks = excellent 3-4 marks = good/very good 1-2 marks = poor/fair 0 marks = no merit/incorrect/irrelevant Answers should deal with initial disapproval of the Rising to later approval of the Rising.	6

(33 marks)

Q 2		Marks
(a)	<i>What is meant by the term 'Reformation'?</i> Mark the quality of the answer on a sliding scale of 3 marks: 3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant A time of religious change in Europe/when the Catholic Church was split by the emergence of Protestantism (or similar definition).	3
(b)	<i>What is meant by 'cause' and by 'consequence' in relation to historical events?</i> Mark the quality of each explanation on a sliding scale of 3 marks: 3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant 3 + 3 marks The explanations should show a <i>link</i> between an event and what came before/after it.	6
(c)	<i>Were the following statements causes or consequences of the Reformation in 16th century Europe? Insert a tick (✓) in the correct box in the table below.</i> Six correct ticks: 6 x 3 marks Cause, Consequence, Cause, Consequence, Consequence, Cause	18
(d)	<i>Name the religious reformer you studied as part of your Junior Cycle History course.</i> Clear identification of one Reformation era reformer 3 marks	3
(e)	<i>State three religious beliefs associated with this reformer.</i> Three beliefs associated with the named reformer: 3 x 3 marks	9
(f)	<i>Explain three actions taken by this reformer to bring about religious change.</i> Mark the quality of each point on a sliding scale of 3 marks: 3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant 3 x 3 marks	9

(48 marks)

Q 3		Marks
(a)	<i>What did Chichester want the undertakers to build?</i> Strong buildings/bawns/stone houses 3 marks	3
(b)	<i>What work were the undertakers doing instead, according to Chichester?</i> Labouring to make profits from the land 3 marks	3
(c)	<i>Give two reasons why the undertakers could easily be attacked, according to Chichester.</i> Two reasons: 3 + 3 marks They live in weak thatched houses or they did not build strong houses/they did not build bawns/they don't live in towns or they live scattered around their estates/they have not made preparations to defend themselves	6
(d)	<i>What prevented the people of Ulster from attacking the undertakers?</i> They lack arms/munitions/weapons 3 marks	3
(e)	<i>Match A, B, C and E to the other features listed in the table below.</i> Four features: E, A, [D], B, C 4 x 3 marks	12
(f)	<i>Read Source 1 again. What might Chichester have approved of, and what might he have disapproved of in the village of Kilrea, as shown in Source 2? Explain your answer.</i> Approved and disapproved: 3 + 3 marks Mark the quality of each point on a sliding scale of 3 marks: 3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant Award 3 marks to points which make a clear link between the two sources.	6
(g)	<i>Name the plantation you studied for your Junior Cycle History course, and name the King or Queen who ordered this plantation to take place.</i> Name of plantation: 3 marks Name of corresponding King or Queen: 3 marks Accept Cromwell and the Cromwellian plantation If no plantation is named, do not award marks for the naming of a king/queen	6

Q 3		Marks
(h)	<i>Describe two ways in which this plantation contributed to change in Ireland.</i> Mark the quality of each point on a sliding scale of 6 marks: 5-6 marks = excellent 3-4 marks = good/very good 1-2 marks = poor/fair 0 marks = no merit/incorrect/irrelevant 6 + 6 marks	12

(51 marks)

Q 4		Marks
(a)	<i>Describe two points of contrast between life in France and life in England, according to the artist in Source 1.</i> Two contrasts: 3 + 3 marks Answers must make a clear link between the two sides of the image.	6
(b)	<i>What message do you think the artist wanted to give to his English audience about the French Revolution? Support your answer with evidence from Source 1.</i> Mark the quality of the answer on a sliding scale of 6 marks: 5-6 marks = excellent 3-4 marks = good/very good 1-2 marks = poor/fair 0 marks = no merit/incorrect/irrelevant Answer should indicate that the artist has a negative view of the revolution and the answer should refer to evidence from the image.	6
(c)	<i>Name a revolution in Europe or the wider world (not in Ireland) that you studied as part of your Junior Cycle History course.</i> Clear identification of a revolution in Europe or the wider world: 3 marks	3
(d)	<i>Explain three causes of the revolution you studied.</i> Three causes of the named revolution: 3 x 3 marks Mark each explanation on a sliding scale of 3 marks: 3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant	9
(e)	<i>Name one person involved in this revolution and briefly describe his/her role in the revolution.</i> Name of person: 3 marks Look for three points on his/her role in the revolution: 3 x 3 marks Unrelated biographical information earns 0 marks.	12

Q 4		Marks
(f)	<i>Do you think that this revolution had a positive and/or negative impact on the country in which it took place? Give reasons for your answer based on events during the revolution and/or its long-term impact.</i> Tick: 3 marks Look for two reasons: 2 x 3 marks Evaluate each reason on a sliding scale out of 3 marks: 3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant If an answer exceeds the maximum number of marks, use blank ticks to indicate further valid points in the answer.	9

(45 marks)

Q 5		Marks
(a)	<i>Name the event in Irish history which caused many people to leave Ireland in the 1840s.</i> The Famine/the Great Famine/the Great Hunger 3 marks	3
(b)	<i>What is positive about life in America for Mary Garvey, and what is negative? Support your answer with evidence from Source 1.</i> Positive(s) and negative(s), with evidence from source 3 + 3 marks Mark the quality of each point on a sliding scale of 3 marks: 3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant	6
(c)	<i>What does the painting in Source 2 tell us about life in Ireland at that time?</i> Award 3 marks to each of the following to a maximum of 12 marks: • A key point relating to an aspect of the painting • A development of a key point offering new commentary/perspective/contextual knowledge relating to post-Famine Ireland If an answer exceeds the maximum number of marks, use blank ticks to indicate further valid points in the answer. Answers could refer to housing, furniture, rural life, clothing, footwear, family life, literacy, etc.	12
(d)	<i>What is meant by the term 'Irish diaspora'?</i> Clear definition of the term: 3 marks Mark the quality of the answer on a sliding scale of 3 marks: 3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant The millions of Irish emigrants and their descendants who live outside Ireland in countries such as the US and GB (or similar definition).	3

Q 5		Marks
(e)	<i>Why were emigrant letters important for Irish families in the 1800s? Support your answer with evidence from Source 1 and/or Source 2.</i> Mark the quality of the answer on a sliding scale of 6 marks: 5-6 marks = excellent 3-4 marks = good/very good 1-2 marks = poor/fair 0 marks = no merit/incorrect/irrelevant To send or receive family news/to keep a connection with family/to offset loneliness or homesickness/to send or receive money, etc.	6
(f)	<i>Why are emigrant letters important for historians in the 2000s? Support your answer with evidence from Source 1 and/or Source 2.</i> Mark the quality of the answer on a sliding scale of 6 marks: 5-6 marks = excellent 3-4 marks = good/very good 1-2 marks = poor/fair 0 marks = no merit/incorrect/irrelevant They are primary sources/as evidence of the emigrant experience/to learn about jobs done by emigrants/to learn about wages/to understand the lives and emotions of named individuals, etc.	6

(36 marks)

Q 6		Marks
(a)	<i>In 1978, what was the number of TDs in each category below?</i> Men = 142 Women = 6 Total = 148 3 x 3 marks	9
(b)	<i>Is a graph, such as Source 1, a good way of presenting historical data? Explain your answer.</i> Yes and/or no: 3 marks Explanation: 3 marks Mark the quality of the explanation on a sliding scale of 3 marks: 3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant	6
(c)	<i>Insert numbers 1, 3, 4, 5 and 6 in the right-hand column above to put the political achievements of the six women in chronological order, beginning with the earliest.</i> Chronological order: [2], 5, 3, 1, 6, 4 5 x 3 marks	15
(d)	<i>Who were the first two women to serve as ministers in Irish governments, and how many years separated their appointments as minister?</i> Countess Markievicz 3 marks Máire Geoghegan-Quinn 3 marks 60 years 3 marks	9
(e)	<i>Name one political achievement of Nan Joyce, according to Source 2.</i> One point: 3 marks First Traveller to run for the Dáil/won 581 votes/drew attention to issues of justice and human rights	3

Q 6		Marks
(f)	<i>Describe key changes in the experience of Irish women during the twentieth century in one or more of the following areas:</i> • <i>Education</i> • <i>Sport/Leisure</i> • <i>Family life/life in the home</i> • <i>Employment/work outside the home</i> Award 3 marks to each of the following in relation to one or more of the headings listed to a maximum of 15 marks: • A key point relating to one of the headings above • A development of a key point offering new information If an answer exceeds the maximum number of marks, use blank ticks to indicate further valid points in the answer.	15

(57 marks)

Q 7		Marks
(a)	<i>One of the terms from below has been matched with an explanation in the table. Match eight other terms with explanations in the table.</i> 1. Superpowers 2. Western bloc 3. Eastern bloc 4. Communism 5. Capitalism 6. Iron Curtain 7. Domino Theory 8. Containment 9. Blockade 10. Arms Race 11. [MAD Theory] 12. Détente 8 x 3 marks	24
(b)	<i>One of the symbols listed above has been matched with its meaning in the box below. Match the other symbols with their meanings in the box below.</i> • The boat/Uncle Sam • [The hammer and sickle] • The red iceberg • The tombstones 3 x 3 marks	9
(c)	<i>What was the attitude of the artist who produced The Red Iceberg to communism? Tick (✓) one of the following: Give two reasons for your answer, based on evidence from Source 1.</i> Tick for anti-communism: 3 marks Two reasons: 2 x 3 marks Mark the quality of each reason on a sliding scale of 3 marks: 3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant Specific reference to the image required to earn full 3 marks.	9

Q 7		Marks
(d)	<i>Name one person, issue or event linked to the Cold War. Explain how this person, issue or event contributed to tension during the Cold War.</i> Name of person, issue or event: 3 marks Contribution to tension: 9 marks Award 3 marks to each relevant point as follows to listed to a maximum of 9 marks: • A key point relating to how the named person, issue or event contributed to tension during the Cold War • A development of a key point offering new information If an answer exceeds the maximum number of marks, use blank ticks to indicate further valid points in the answer. Unrelated biographical information earns 0 marks.	12

(54 marks)

Q 8		Marks
(a)	<i>Name the theme you studied which illustrates a pattern of change across different time periods.</i> Clear identification of a relevant theme: 3 marks	3
(b)	<i>Identify a primary source that could be used to find evidence on your chosen theme. What information about your chosen theme is contained in this source?</i> One primary source: 3 marks Information contained in this source: 3 marks Mark the second part of the answer on a sliding scale of 3 marks: 3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant	6
(c)	<i>Describe the main changes that occurred at the different times in your chosen theme.</i> Award 3 marks to each of the following to a maximum of 18 marks: • A key point relating to the chosen theme • A key point linked to change in the chosen theme • A development of a key point offering new information If an answer exceeds the maximum number of marks, use blank ticks to indicate further valid points in the answer.	18
(d)	<i>Which of the changes you described in part (c) do you think made the most significant difference to people's lives? Give reasons for your answer.</i> One change clearly identified: 3 marks Two reasons why this change is the most significant: 2 x 3 marks Mark the quality of each reason on a sliding scale of 3 marks: 3 marks = very good 2 marks = good/fair 1 mark = poor 0 marks = no merit/incorrect/irrelevant	9

(36 marks)



Coimisiún na Scrúduithe Stáit

Marcanna Breise as ucht freagairt trí Ghaeilge

Léiríonn an tábla thíos an méid marcanna breise ba chóir a bhronnadh ar iarrthóirí a ghnóthaíonn níos mó ná 75% d'iomlán na marcanna.

N.B. Ba chóir marcanna de réir an ghnáthráta a bhronnadh ar iarrthóirí nach ghnóthaíonn níos mó ná 75% d'iomlán na marcanna don scrúdú. Ba chóir freisin an marc bónais sin a **shlánú síos**.

Tábla 360 @ 10%

Bain úsáid as an tábla seo i gcás na n-ábhar a bhfuil 360 marc san iomlán ag gabháil leo agus inarb é 10% gnáthráta an bhónais.

Bain úsáid as an ngnáthráta i gcás 270 marc agus faoina bhun sin. Os cionn an mharc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
271 - 273	26
274 - 276	25
277 - 280	24
281 - 283	23
284 - 286	22
287 - 290	21
291 - 293	20
294 - 296	19
297 - 300	18
301 - 303	17
304 - 306	16
307 - 310	15
311 - 313	14
314 - 316	13

Bunmharc	Marc Bónais
317 - 320	12
321 - 323	11
324 - 326	10
327 - 330	9
331 - 333	8
334 - 336	7
337 - 340	6
341 - 343	5
344 - 346	4
347 - 350	3
351 - 353	2
354 - 356	1
357 - 360	0

