



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

**Junior Certificate 2019**

**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.



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

# **JUNIOR CERTIFICATE 2019**

## **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 2019 - Ordinary Level - 180 marks

### 1. PICTURES (35 marks)

#### (a) *Archaeologists at work*

- (i) Wearing gloves/ Using little brush/ Working in the direction of the dig  
**ONE** piece of evidence 3M
- (ii) Drawing pictures or diagrams/ Writing up notes of finds/ Writing up a report for the dig  
**ONE** valid answer 3M
- (iii) Evidence from aerial photos/ Evidence from recorded history/ Surveying surface areas/ Magnetometry/ Ground-penetrating radar/ Reports of finds from farmers or builders, etc.  
2M for vague or incomplete explanation 4M
- (iv) **Carbon dating:** A method of dating the age of an artefact by measuring the radioactive lifespan of its carbon content  
**Artefact:** An object found on a dig that was made or shaped by humans such as a tool or work of art  
**Chronology:** Putting items or events in the correct order of date in order to see a wider picture over time  
2M for vague or incomplete explanation 4M

#### (b) *A political poster showing Éire and West Britain*

- (i) Ireland, like the woman in 'West Britain', was under the Union Jack and had her hand out to Britain on whom she depended  
2M for vague or incomplete explanation 3M
- (ii) The title 'Éire' showed independence because it was in Irish, but the title 'West Britain' had no identity at all except that we were part of Britain  
2M for vague or incomplete explanation 3M
- (iii) A Republican women's group called *Cumann na mBan* occupied most Dublin buildings in 1916  
*Irish Volunteers* occupied most Dublin buildings in 1916  
*German Navy* ships (such as the *Aud*) were involved in Volunteers' gun-running  
2M for vague or incomplete explanation 4M

#### (c) *A postcard criticising the campaign to give women the vote*

- (i) Yes OR No. The woman running at the back is waving a flag calling for votes. The woman at the front is holding a banner saying No to votes 3M
- (ii) A woman dressed and behaving in an unladylike fashion 4M
- (iii) A named political leader outside of Ireland (2M) His/her country (2M) 4M

2. DOCUMENTS (35 marks)

(a) *An escape from Mountjoy Prison, 1921*

- (i) A football match 2M
- (ii) Because the prisoners were busy playing football/ making plenty of noise 2M
- (iii) She promised to keep up the noise (and so keep up the distraction) 3M
- (iv) The sentry doing the rounds/ The intermittent flashing (revolving) light/  
The weight of the ladder 3M
- (v) Miss Burke/ Miss Keogh/ Miss Coyle 3M
- (vi) **Museum:** Building used for storage/display of historical artefacts  
**Bias:** Inclination to take a one-sided view of a historical person/event  
while ignoring other possible views  
**Secondary source:** A document/recording that presents/discusses  
historical material from other sources, primary and/or secondary  
2M for vague or incomplete explanation 4M

(b) *A holiday in Kerry, 1933*

- (i) Cork 2M
- (ii) Photography/ Cameras 2M
- (iii) Tomás Ó Cíobháin 3M
- (iv) Because it was fun when the lorry went uphill and they would slide  
down the back 3M
- (v) The train made frequent stops to pick up passengers **AND** The train was  
subject to other delays (such as the tides at Blennerville) 2 + 2 = 4M
- (vi) **ONE** way in which Irish rural life changed since 1950

**OR**

**ONE** valid statement about the life of Pearse, Collins or de Valera  
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)    | 36 AD  | 6M |
| (ii)   | Before Christ or BCE meaning Before Common Era   | 6M |
| (iii)  | Source of fresh water (for drinking/cooking/washing)/ For fishing/ For boat travel (for trips or trade)<br>Any <b>ONE</b> of the above   | 6M |
| (iv)   | <i>Flint</i> : Stone Chert/quartz stone used to make tools/weapons<br><i>Dolmen</i> : Tomb with pillar-stones and capstone<br><i>Fulacht fia</i> : Stone trough used as a cooking site/method<br>Any <b>ONE</b> of the above | 6M |
| (v)    | Hunter-gatherers were nomadic (3M) and farmers were settled (3M)   | 6M |
| (vi)   | They were valuable symbols of social status  | 6M |
| (vii)  | A wise philosopher/ priest/ doctor   | 6M |
| (viii) | To be in charge of the monastery/monks   | 6M |
| (ix)   | Frugal in terms of meals and accommodation/ Long days of prayer and communal work/ Celibacy/ Vow of silence, etc<br>Any <b>ONE</b> challenging aspect of monastic life   | 6M |
| (x)    | Castles were very heavily fortified (thick walls/ sentry towers/ moat, etc)  | 6M |

- (xi) A knight was a nobleman (trusted for his loyalty/ service) granted a title by the King 6M
- (xii) Name of a Renaissance sculptor, eg: Michelangelo = 3M  
A work associated with that sculptor, in this case *David* = 3M 6M
- (xiii) Name of a Renaissance painter, eg: Leonardo = 3M  
A work associated with that painter, in this case *The Last Supper* = 3M 6M  
NB: Michelangelo is acceptable for questions (xii) and (xiii)
- (xiv) Any **ONE** valid difference between Catholic and Protestant beliefs: eg: Catholics believed in transubstantiation, but Protestants believed in consubstantiation or simple commemoration/ Catholics had seven sacraments, but Protestants had only two/Catholics believed in indulgences as a ticket to Heaven, but Protestants believed in salvation by faith alone, etc 6M
- (xv) Any **ONE** valid reason why the printing press helped Protestantism: eg: printing technology had spread quickly across Europe and Protestant reformers used this new technology to spread their message, etc 6M
- (xvi) *Boston Massacre*: Five Americans were shot dead by British troops 1770  
*Bastille*: A prison in Paris which was attacked by an angry mob 1789  
*United Irishmen*: A republican group (started by Wolfe Tone) who rebelled 1798 6M
- (xvii) *Washington*: He led the Patriot forces to victory in America's War of Independence/ He had major input in the writing of the US constitution/ He became the first president of the US  
*Louis XVI*: King of France whose unfair rule helped cause the French Revolution/ He was executed (at the guillotine) by the French revolutionaries  
*Wolfe Tone*: Founder of the United Irishmen/ Leader of the 1798 Rising 6M
- (xviii) *Selective breeding*: Breeders choosing high-quality parents to produce better-quality offspring  
*Seed drill*: A device that sows seeds evenly resulting in better crop yield  
*Crop rotation*: Growing of different crops each year on a piece of land 6M
- (xix) Any **ONE** valid reason why life for children of Britain was difficult during the Industrial Revolution, eg: They had to work in factories and down mines/ They had to work long hours in poor conditions/ They had to live in overcrowded and unhealthy conditions  
3M for vague or incomplete explanation 6M
- (xx) Communism is a belief/system where all property and wealth is owned equally by the whole community 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

Good – Very Good = 4

Fair – Good = 3

Borderline Pass = 2

Some merit, but less than Pass = 1

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) might earn full CM marks on the early life of Columbus 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 the named ancient civilisation.
- A (ii) A person living in a town during the Middle Ages. Beware of vagueness and of answers which deal with the medieval castle, monastery or manor farm rather than the town.

- A (iii) A **named** explorer during the Age of Exploration. Answer must clearly relate to the chosen person. All aspects of the chosen sailor's life are acceptable.

### SECTION B

- B (i) A person who received land in Ireland during the Plantations, c 1550-1660. Beware of vagueness and of answers which do not deal directly with the period.
- B (ii) A person living in Ireland during the Great Famine. Accept material regarding any person, victim or otherwise, from Famine Ireland. Beware of vagueness and of answers which do not deal directly with the period.
- B (iii) A person **outside of** Ireland who was involved in a major international event since 1920. The person's involvement in the event can be at any level and all aspects of his/her life are acceptable.  
If there is overlap with the candidate's answer to Question 1 (c) (iii), that is acceptable.