



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Cycle 2022

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.

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.
- Addition of the marks with attention to maximum mark per question/section.

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 in the marking scheme 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 does not attempt a question examiners should record NR (No Response). A zero should be recorded only where an answer merits no marks.

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

Q 1		Marks
(a)	<p><i>Where in Ireland is Doon Point located?</i></p> <p>Dingle peninsula/ Co Kerry</p>	3
(b)	<p><i>When did the dig take place?</i></p> <p>May-June 2021: 3 marks 2021: 1 mark</p>	3
(c)	<p><i>What was the role of Sandra Henry at the dig?</i></p> <p>Lead archaeologist: 3 marks Archaeologist: 1 mark</p>	3
(d)	<p><i>What evidence from the photograph and the report shows the impact of climate change at Doon Point?</i></p> <p>Report says all promontory reports on Dingle peninsula are at risk of coastal erosion/ Sandra Henry says there is increasing risk of erosion, cliff collapse, rising sea levels/ Dennis Curran says land has fallen into the sea, sea levels are rising and there are more rock falls taking place.</p> <p>Photograph shows cliff collapse at bottom left-hand side/ the narrow piece of land stretching out to sea is vulnerable to stormy weather, etc.</p> <p>One piece of evidence from each source can earn full marks.</p> <p>Reference to both sources: 3 marks + 3 marks If only one source: 3 marks max.</p>	6
(e)	<p><i>Explain why drone technology is a useful tool for archaeologists.</i></p> <p>Accept any reasonable point such as: drones allow archaeologists to take photographs of the entire site/ give a bird's eye view of the site/ allow safe access from inaccessible angles such as over the sea, or over the cliff-edge/ are cheaper to operate than using a helicopter, etc.</p>	3

Q 1		Marks
(f)	<p>Name two other tools used by archaeologists, and briefly explain how they are used.</p> <p>E.g. trowel, brush, dustpan, sieve/shaker screen, measuring tape/painted metre stick, shovel, bucket, etc.</p> <p>Name of tool (2 m) and explain how it is used (3 m): 2 x (2 marks + 3 marks) Mark the quality of the explanation on a sliding scale out of 3 marks: 3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p>	10
(g)	<p>Pick a topic from your Junior Cycle History course that you can link to archaeology, e.g.,</p> <ul style="list-style-type: none"> • a named ancient or medieval civilisation • early Christian Ireland • a pattern of settlement in Ireland • another named topic of your choice. <p>How did archaeological evidence help you to learn about three different aspects of that topic?</p> <p>Name of topic: 2 marks</p> <p>Three examples of archaeological evidence: 3 x 3 marks How each example of archaeological evidence helped you to learn about an aspect of the named topic: 3 x 3 marks Mark the quality of the explanation on a sliding scale out of 3 marks: 3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p> <ul style="list-style-type: none"> • Answer can be linked to archaeological discoveries at a specific site, e.g. tomb of Tutankhamun, Pompeii, Wood Quay, walled city of Derry, an archaeological excavation of local interest to a candidate, etc. • Answer can be linked to different examples of archaeological evidence in relation to a particular topic, e.g. how excavation of roads/houses/places of entertainment/artefacts, etc., helped you to learn about different aspects of that civilisation/settlement. 	20

(48 marks)

Q 2		Marks
(a)	<p><i>What is similar and what is different in how Mary is portrayed in the two paintings?</i></p> <p>Evaluate quality of answer based on:</p> <ul style="list-style-type: none"> the candidate’s interpretation of how Mary is portrayed (e.g. her clothing, demeanour, posture, etc.) reference(s) made to specific aspects of the paintings. <p>What is similar (3m) and what is different (3m): 3 marks + 3 marks</p> <p>Mark the quality of the explanations on a sliding scale out of 3 marks:</p> <p>3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p>	6
(b)	<p><i>Explain three features of Renaissance art using examples from the second painting.</i></p> <p>Evaluate quality of answer based on:</p> <ul style="list-style-type: none"> the candidate’s explanation of features of Renaissance art (e.g. use of perspective, sfumato, improved/realistic use of colour, improved anatomical accuracy, use of light and shade, etc.) supported by specific reference(s) to the second painting. <p>Name/identification of feature: 3 x 2 marks</p> <p>Explanation and reference to the second painting: 3 x 3 marks</p> <p>Mark the quality of the explanations and references to the painting on a sliding scale out of 3 marks:</p> <p>3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p>	15

Q 2		Marks
(c)	<p><i>Describe the main achievements of one Renaissance artist you studied during your Junior Cycle History course.</i></p> <p>Artist's name: 2 marks Achievements: 12 marks</p> <p>Achievements could include references to/descriptions of the artist's work(s); innovations/inventions by the artist; his/her influence on later artists, etc.</p> <p>Award 3 marks to each of the following to a maximum of 12 marks:</p> <ul style="list-style-type: none"> • a key point such as the name of a painting/statue/achievement • each development of a key point offering new information <p>Do not award marks for biographical information unrelated to an achievement by the artist.</p>	14
(d)	<p><i>Apart from art, select two areas of learning in which change took place during the Renaissance era, e.g., literature, architecture, medicine, science, etc. Outline one key change that occurred in each area.</i></p> <p>Area of learning (2m) and key change (3m): 2 x (2 marks + 3 marks)</p> <p>Mark the description of change on a sliding scale out of 3 marks:</p> <p>3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p>	10

(45 marks)

Q 3		Marks
(a)	<p><i>How many decades are represented on the timeline?</i></p> <p>Five decades/ 5</p>	3
(b)	<p><i>Draw arrows to link each event to the correct date on the timeline.</i></p> <p>Five arrows, reasonably on target: 5 x 3 marks</p>	15
(c)	<p><i>Mention one other event in Irish or European history at around the same time as the events in the timeline (1490-1540).</i></p> <p>Any event within the time frame, exact date not required.</p>	3
(d)	<p><i>Write an account of one of the events/developments mentioned in the timeline. Explain how people in the New World and/or Europe were affected by it.</i></p> <p>Note, there are two aspects to the given question:</p> <ul style="list-style-type: none"> • an account of an event/development • how people in the New World/Europe were affected. <p>Award 3 marks to:</p> <ul style="list-style-type: none"> • a valid, relevant point • a development of a valid point that offers new information <p>If the answer deals with both aspects of the question: 18m (max.) If the answer deals with only one aspect of the question: 12m (max.)</p>	18

(39 marks)

Q 4		Marks
(a)	<p><i>Name a revolution you studied from pre-twentieth century Europe or the wider world.</i></p> <p>Name of revolution: 3 marks</p>	3
(b)	<p><i>Write an account of the causes and/or consequences of the revolution you studied.</i></p> <p>Answers may deal with causes or consequences or a mixture of both. Award 3 marks to each valid, relevant point explaining a cause/consequence. Two undeveloped points can earn 3 marks. A list of undeveloped points can earn 6 marks (max.) One incomplete concluding point can earn 2 marks (max.)</p> <p style="text-align: right;">18 marks (max.)</p>	18
(c)	<p><i>According to the artist in Source 1, what is happening in Ireland? Support your points with evidence from the drawing.</i></p> <p>Award 3 marks to each valid point 12 marks (max.)</p> <p>Answers could refer to attack on householder/ theft of pig and other goods/ dog killed/ work tools destroyed/ arson at this house and in the background, etc.</p>	12
(d)	<p><i>Is Source 2 a primary source or a secondary source? Give a reason for your answer.</i></p> <p>Primary source: 3 marks Reason: 3 marks</p> <p>Mark the quality of the reason/explanation on a sliding scale out of 3 marks: 3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p> <p>Reason could be that it is a diary written at the time of the events it describes/ Elizabeth Richards was an eye-witness to the events she describes, etc.</p>	6

Q 4		Marks
(e)	<p><i>In Source 2, do you think Elizabeth Richards is positive, negative or neutral in her account of the rebels? Give a reason for your answer based on evidence from Source 2.</i></p> <p>Accept positive, negative or neutral (3m) as long as the reason (3m) attempts to justify the choice: 3 marks + 3 marks</p> <p>Mark the quality of the reason/explanation on a sliding scale out of 3 marks:</p> <p>3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p>	6

(45 marks)

Q 5		Marks
(a)	<p><i>From where did the Marathon set sail and how long did the journey take?</i></p> <p>Liverpool (3m) and 59 days (3m): 3 marks + 3 marks</p>	6
(b)	<p><i>How many of the passengers survived, and how many died, on the voyage to New York?</i></p> <p>Survived = 458 (3m) Died = 64 (3m): 3 marks + 3 marks</p>	6
(c)	<p><i>In Source 1, what were three difficulties faced by passengers on the Marathon? Support each point with reference to the source.</i></p> <p>Three points with evidence from source: 3 x 3 marks</p> <p>Mark each point on a sliding scale out of 3 marks:</p> <p style="padding-left: 20px;">3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p> <p>Answers could refer to the length of the voyage/ cholera or sickness on board/ lack of hygiene/ shortage of food or starvation, etc.</p>	9
(d)	<p><i>Suggest a suitable heading for each column in Source 2.</i></p> <p>Answers should contain the following, or words to similar effect:</p> <p>1 = Name 2 = Age/Years old 3 = Gender/Sex/Male or Female 4 = Occupation/status 5 = From/Coming from/Country of origin 7 = Died on board/died 6 x 2 marks</p>	12
(e)	<p><i>Margaret Reilly is one of the passengers named in Source 2. What facts could a historian write about her, using information from both sources?</i></p> <p>Each piece of factual information can earn 3 marks, to a max of 12 marks: 4 x 3 marks</p> <p>If reference to one source only: 6 marks max.</p>	12

(45 marks)

Q 6		Marks
(a)	<p><i>Look at the photographs and match each one to the correct caption.</i></p> <p>Photograph numbers in order: 1, 4, 3, 2: 4 x 3 marks</p>	12
(b)	<p><i>On what date was the Public Record Office (PRO) destroyed?</i></p> <p>30 June (1922): 3 marks 1922: 1 mark</p>	3
(c)	<p><i>What were three different types of records destroyed in the fire at the PRO?</i></p> <p>Three different types of records: 3 x 2 marks</p>	6
(d)	<p><i>Select one opinion from the extract above and explain whether you agree or disagree with that opinion.</i></p> <p>One opinion: 3 marks Explain whether you agree/disagree (3m): 3 marks</p> <p>Mark the quality of the explanation on a sliding scale out of 3 marks: 3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p>	6
(e)	<p><i>What are two differences between an archive and a library?</i></p> <p>Two differences: 3 marks + 3 marks</p> <p>Mark the quality of each difference on a sliding scale out of 3 marks: 3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p> <p>Possible points include but are not limited to:</p> <ul style="list-style-type: none"> • archives contain original documents, libraries contain published books. • archival material is unique whereas libraries may have multiple copies of the same books/DVDs, etc. • archives must preserve their documents whereas libraries can replace lost or damaged books/DVDs, etc. • archival documents must be read/studied in the archive whereas library materials can be borrowed and taken home for several weeks. 	6

Q 6		Marks
(f)	<p><i>Write a short account of the Irish Civil War, 1922-1923.</i></p> <p>Award 3 marks to:</p> <ul style="list-style-type: none"> • a valid, relevant point • a development of a valid point that offers new information <p>Accept points on any aspect of the Civil War, including:</p> <ul style="list-style-type: none"> • background/causes (max. 6 marks for background material up to June 1922). • events during the Civil War, including events at local level. • role of particular individuals, including local individuals, in the Civil War. • how/why the Civil War ended. • impact/consequences of the Civil War. <p style="text-align: right;">18 marks (max.)</p>	18

(51 marks)

Q 7		Marks
(a)	<p><i>One term from the box has been matched with a statement from the table below. Match SIX other terms from the box with statements from the table below.</i></p> <p>1 = anti-Semitism 2 = Mein Kampf 3 = propaganda 4 = Nuremberg 5 = pogrom 6 = Kristallnacht 7 = ghetto 8 = genocide 10 = Final Solution</p> <p style="text-align: right;">6 x 3 marks</p>	18
(b)	<p><i>From your study of the Holocaust, explain why Kristallnacht was a turning point in Nazi persecution of Jewish people.</i></p> <p>Possible points include, but are not limited to:</p> <ul style="list-style-type: none"> • this was the point where harassment, discrimination, boycotts, etc. gave way to large-scale violence and mass murder. • it was now clear that Jewish people were not protected by any laws and that the Nazi regime could get away with murder. • Jewish people realised they would get very little support either at home or abroad even though their lives were in danger. • many Jews now tried to leave Germany/Austria, but found it hard to gain entry to other countries, etc. <p>Mark the quality of the answer on a sliding scale out of 6 marks:</p> <p>5-6m = very good 3-4m = good 1-2m = poor/fair 0m = no attempt/incorrect/irrelevant</p>	6

Q 7		Marks
(c)	<p>Describe three different types of sources from which we can learn about the Holocaust.</p> <p>Evaluate quality of answer based on:</p> <ul style="list-style-type: none"> the identification of sources on the Holocaust (e.g. oral or written testimony from survivors/perpetrators/onlookers, news reports from the time, concentration camp sites such as Auschwitz, Dachau, etc., court reports from trials of former Nazis, etc.) explanation of the evidence provided in the sources named by the candidate <p>Name/identification of source: 3 x 2 marks Evidence to be found in the source: 3 x 3 marks 3 x (2m + 3m) = 15 marks</p> <p>Mark the description of evidence from each source on a sliding scale out of 3 marks:</p> <p>3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p>	15
(d)	<p>What were two consequences of the Holocaust?</p> <p>Two consequences: 3 marks + 3 marks</p> <p>Mark each consequence on a sliding scale out of 3 marks:</p> <p>3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p> <p>Points could include:</p> <ul style="list-style-type: none"> The loss of six million Jewish lives in Europe. The Nuremberg Trials to hold Nazi leaders/officials responsible for their crimes. The term genocide was invented in response to the Holocaust and was recognised as an international crime by the UN in 1946. The establishment of the state of Israel, 1948. The preservation of Holocaust sites and the establishment of museums/memorials to remember the murdered Jews of Europe, etc. 	6

(45 marks)

Q 8		Marks
(a)	<p><i>Where in Ireland is the museum located?</i></p> <p>Ballyjamesduff/Co Cavan 3 marks</p>	3
(b)	<p><i>What is the museum's website address?</i></p> <p>www.cavanmuseum.ie 3 marks</p>	3
(c)	<p><i>What are two types of information you would expect to find on a museum website to help you plan a visit to the museum?</i></p> <p>Two types of information: 3 marks + 3 marks</p> <p>Opening hours/ ticket prices/ map or directions to the museum/ facilities for people in wheelchairs or with other disabilities/ whether there is a shop or a restaurant, etc.</p>	6
(d)	<p><i>What are two topics that you could learn about at this museum?</i></p> <p>Two topics: 3 marks + 3 marks</p> <p>Trenches in WWI/ 1916 Rising/ Battle of the Somme/ Co Cavan</p>	6
(e)	<p><i>You studied the 1960s as an important decade in Irish, European and/or world history. Give the name of one personality, issue or event you studied from the 1960s.</i></p> <p>Name of personality, issue or event: 3 marks</p> <p>The personality, issue or event must relate to the 1960s.</p>	3
(f)	<p><i>Briefly, why is this personality, issue or event considered historically significant?</i></p> <p>Answer should show awareness of the concept of historical significance.</p> <p>Mark the quality of the answer on a sliding scale out of 6 marks:</p> <p style="margin-left: 40px;">5-6m = very good 3-4m = good 1-2m = poor/fair 0m = no attempt/incorrect/irrelevant</p>	6

Q 8		Marks
(g)	<p><i>Suggest three examples of objects, documents and/or other presentation methods you would use to set up a museum exhibition about this personality, issue or event from the 1960s. Justify each choice.</i></p> <p>Object/document/presentation method: 3 x 2 marks</p> <p>Justification for each choice: 3 x 3 marks</p> <p>Mark the justification for each choice out of a sliding scale of 3 marks: 3m = very good 2m = fair/good 1m = weak 0m = no attempt/incorrect/irrelevant</p>	15

(42 marks)

Appendix 1

Grading Table (360 marks)

Marks	%	Award
324-360	90-100	Distinction
270-323	75-89	Higher Merit
198-269	55-74	Merit
144-197	40-54	Achieved
72-143	20-39	Partially Achieved
0-71	0-19	Not Graded

Appendix 2

During the marking process it was found that a very small number of candidates sitting the examination through English received examination papers that were printed in black-and-white rather than in colour. The following adjustment was made to the marking scheme for the affected candidates:

Question 2 (a)

Award 3 marks (max.) to the candidate for a potential point of similarity or difference based on the use of colour.

Question 2 (b)

Award 5 marks (max.) to the candidate for a potential point based on the use of colour.

If a candidate has attempted to make a point about colour it should be topped up to the full 5 marks, if not already earned.

The question total should not exceed the 6 or 15 marks available in the marking scheme. If necessary, exclude a point that earned a lesser number of marks.

